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ABSTRACT

Educational goals and objectives for the public education system of Alaska are presented in this Title III (Elementary and Secondary Education Act) report. The goals are (1) to provide an environment wherein each person, regardless of any conditions affecting him, is afforded the opportunity to reach his maximum potential as an individual and as a member of society; (2) to develop within each person the competencies, skills, and values necessary for him to function as a contributing member of society; and (3) to provide the best possible administrative structure, service, and leadership to all entities concerned with implementing the philosophy of education of the Alaska State Board of Education. For each goal, specific objectives are presented which are supported by a statement of need for the objectives and a summary of present and planned actions to meet the objectives. A summary of activities of the state department of education regarding educational planning and research is included. (JH)

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DIRECTIONS 70's

An Assessment of Educational Needs in Alaska

Compiled by Norma S. Bowkett

funded by Title III - ESEA

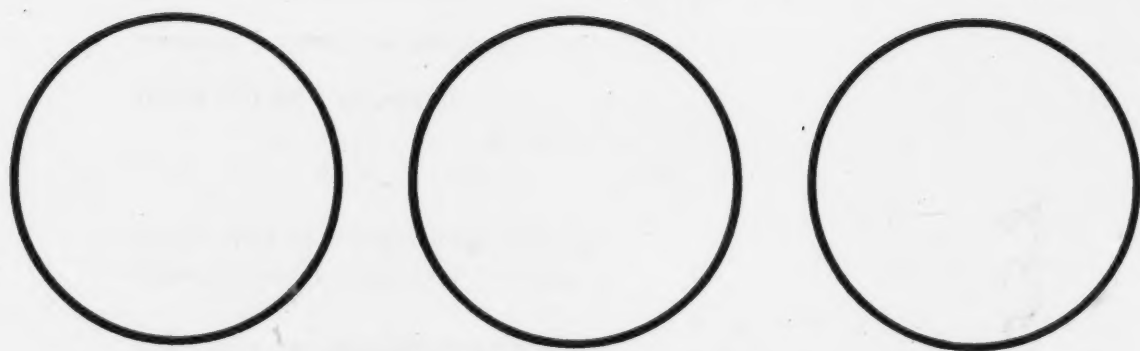
ALASKA DEPARTMENT OF EDUCATION
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OFFICE OF PLANNING AND RESEARCH
KEITH ANDERSON, COORDINATOR

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August 1970

1 introduction



"We don't want to be studied," said an Alaskan Native leader in recent hearings on Indian education, "we just want Manhattan back."¹

This semi-humorous statement sums up negative feelings Alaskans have about studies of their needs, for Alaskans have been prodded and poked to such an extent that a standing Alaskan joke is that a typical "Alaskan village family consists of the mother, the father, one grandparent, six children, and one anthropologist."²

Nationally, too, there "is a surfeit of such studies. . . The Indian Education Subcommittee, over a period of more than two years, has produced six volumes of hearings and a volume of appendix, five committee prints, 14 consultants reports, and a final report. This comes to a total of approximately one page of study for every 35 school-age Indian children, aged 5 to 18."³

Even so, few studies have dealt with hard data. A review of older studies made on educational needs in the State indicates that many authors have used a great deal of paper in quoting each other and arguing in circles. In the past

two years, however, more exhaustive studies have been made and more money has been spent on these studies.

Just in the year 1969-70 the State spent a total of \$257,000 on studies. These were made by the Advisory Council on State Support to Public Schools (\$18,000), the Stanford Research Institute (SRI) (\$179,000), and the Brookings Institution (\$60,000).

As Dr. Clifford R. Hartman, Alaska Commissioner of Education, wrote in his Preface to *Planning for Human Resources*, "During the past year, more planning—individually and collectively—has been given to education in Alaska than in any prior period. There have been a number of studies, institutes and commission reports in addition to day-to-day assessment, planning, and evaluation by department staff, administrators, and teachers."⁴

Generally speaking, the members of the various commissions, study groups and agencies responsible for education seem to agree on the basic goals of education in Alaska.

The philosophy adopted by the Alaska State Board of Education in January 1970 is:

*To provide each person in the state of Alaska with maximum opportunity to secure for himself the knowledge, competence, attitudes, and values necessary for complete realization of his fulfillment as an individual and as a healthy, productive, participating, and accepted member of society in cooperation with the family and the home.*⁵

The educational goals outlined by the Alaska Federation of Natives are:

1. That early childhood educational programs be made available to all communities in Alaska desiring such a program. Head Start classes have been operated successfully for two years in 52 Native villages. There are over 200 villages desiring same. We recommend that the local Native language be fully utilized in the preschool program.
2. That priority be given to local people to teach on the preschool level. This has been proven successful in the Head Start Program. The local person more fully understands and appreciates the linguistic and cultural heritage of the village.
3. That there be a continued operation of the

teacher-aide training program by the Anchorage Community college to prepare helpers in the elementary classroom. This program has been co-sponsored by the Bureau of Indian Affairs and Manpower Development Training Agency. Head Start Teacher Training Program was also conducted by the same administration with funds provided by the Office of Economic Opportunity.

4. Immediate consideration should be given a plan to expand the program by including, in addition to the "Aide" training as offered previously, two additional steps for teachers' "Assistants" and teachers' "Associates".

More advanced training for them would meet the expressed needs of a number of Alaskan teacher aides. It would represent a realistic beginning for some who wish to become teachers, but who could not now enroll in a continuous baccalaureate program...

5. That changes be made in the educational curriculum so that a youngster on the village level may be offered formal education through the tenth grade. This will allow the child to be with his parents for a longer period during his educational career. Many children are psychologically upset by having to separate nine months out of the year. Many family units are

disturbed to the point of "non-return" during these absent periods.

6. That regional high schools with two years of post high school years be made available in the following areas: Aleutian Islands, Bristol Bay, Bethel, Kotzebue, Barrow, Galena, Fort Yukon, Southeastern (Mt. Edgecumbe) and Tok. This will allow students to go home for occasional visits or parents to visit at the school. This will make secondary education more obtainable for those who would ordinarily drop out because of family and geographic problems. The two years beyond high school will permit those students who are not college bound to train in the fields appropriate to the regional area such as, electronics, heavy equipment operation and maintenance, building skills, fisheries, etc. This would also permit those who are college bound to receive credits transferable to the college of their choice.

With this program we will see less and less academic failures among our Native people.

7. All available funds, state, federal or private, should be concentrated in the rural Alaska for adult education. We have seen some programs such as MDTA, OEO, BIA and On-the-job-training, but there needs to be more of the same. We feel that there must be industrial development in the rural areas of Alaska

and that the adult education programs be directly related to such development. We see this as means of providing a more productive worker, and also a more enlightened citizen.

8. That the Federal funds now available for the education of Native children be turned over to the State Department of Education for the purpose of having one administrator in education for all Native children in Alaska. This move will save administrative costs by eliminating duplications in job positions. This would also put all rural Alaskan teachers on the same footing as far as salary, retirement, travel allowance, academic requirements and vacation are concerned. This will also do away with the segregated educational system in Alaska. We feel that the State is just as much to blame for this problem as the Federal government. This move must be "immediate" and not "gradual".
9. We propose a regional school board for the areas which will be served by a regional high school. This is not just an advisory concept. This move will give the rural people the notion that the schools are their schools. There will be more responsibility, concern and interest.
10. That the Native leaders be involved fully in the conception of an overall educational plan for rural

Alaska. In the past the Native people have not been consulted in the development of an educational plan for them. Demonstration in Navajo education at Rough Rock, Arizona has proven that given the opportunity even the academically deprived people will make the right choices. The Native people have a right to make a few mistakes too. After all is not this the way of democracy?⁶

Many of these same goals are echoed in those established by planners for urban education in Alaska. Consider, for example, the social needs outlined in the Anchorage publication "Breakthrough to Tomorrow."

Education in its many facets will continue to be the principal social need of Anchorage. Most needed will be certain changes in the type and method of various special forms of education.

Early Childhood Education—Not only day care services, but quality early childhood education programs will be needed for children of working parents between the ages of three (3) and five (5). Perhaps these can be provided through the existing school district with the assistance of Federal funds from the Department of Health, Education, and Welfare.

Pre-Vocational and Vocational Training—The school

system must offer an expanded curriculum in these areas, particularly to help train Alaskan Native children, who will be moving from villages to Anchorage in increasing numbers. Such a curriculum should be closely keyed to actual job needs and should change with the types of jobs available in the community. Planning must be done now for the needs of the next five years.

Democratization of the Educational System— At the neighborhood level, parents, and to some degree high school juniors and seniors as well, must be given opportunities to participate in planning, management, and evaluation of school programs and curricula.

Manpower Training—Manpower training, particularly for the hard core unemployed—is a further phase of education to be needed increasingly in the next five years. It might take the form of a Skill Center providing diagnostic services, referral, basic or high school education, on-the-job training and finally employment, through a coordinated interagency social service system.

Additional changes in the social services provided would include coordination between agencies so that one social worker could represent all agencies in dealing with a family or individual.

Community organization also will be necessary to allow people a voice in the social services they receive and to encourage their participation and acceptance of available services. For instance, there will be a need for development of a strong Native organization.⁷

In the City of Juneau, Model Cities education long-range objectives are summarized as follows:

1. To provide a form and method of education which will reduce the dropout rate. To start early, ensure a climate of acceptance in the schools, identify individual needs, maximize individual attention, establish strong home-school relationships, develop supportive programs in the area of nutrition and after school recreation, formulate curriculum which is adaptable to individual differences in learning ability and rate.
2. To reduce the incidence of physical and mental handicaps which educationally disable children.
3. To encourage the incorporation of innovative programs such as an environmental education program which, through the use of the out-of-doors, will put children on a familiar foundation with their peers.
4. Emphasize consumer education throughout the

school system and offer a concentrated course in family financial management in high school.

5. Make sure the School Board includes the above programs as top priorities and that the additional funding necessary for implementation be budgeted by the Borough Assembly.⁸

The following short range objectives were also outlined by the Model Cities Agency in Juneau:

1. Work through the Juneau School District Administration and School Board to make reading competence, and related communication skills, the prime priority of elementary education in Juneau.
2. Require course or courses in Native history and culture for graduation from high school.
3. Undertake a one year project to educate all teachers in the School District about the heritage of the predominant minority group in the schools, the Thlinget Indians . . .
4. Inaugurate a Pilot Preschool Program to enhance school and reading readiness in target population children. . .
5. Continue community support for Project Oatmeal

and ensure educational nutritional levels through the Federal Hot Lunch Program.

6. Provide trained recreational leadership at school sites for after-school supervised recreation. . .
7. Develop parent orientation programs for low-income and minority people to acquaint them with school procedures and to encourage greater involvement in educational matters.
8. Institute family planning services at low cost which will be available to the total community.
9. Provide adequate prenatal care for all pregnant women regardless of ability to pay.
10. Educate parents of preschool and school age children to seek medical attention for severe colds and running ears as prevention for otitis media.
11. Research the correlation between present vocational education programs and future job opportunities.
12. Plan extension of vocational education courses to meet the needs determined by the survey.
13. Provide comprehensive testing and counseling services related to vocational planning.⁹

A review of national studies indicates similar concerns.

Meeting educational needs in Alaska will be complicated by the great population growth taking place. (In Anchorage, for example, "73,000 pupils are expected to be enrolled in the school system in the 1988-89 school year, an increase of 275% over the present year's total of 25,534 in kindergarten through 12th grade.") Realizing this, we have, in the following pages, summarized educational goals defined in Alaska, given justification for the selection of these goals, and provided statements of action taken or planned to meet these goals.

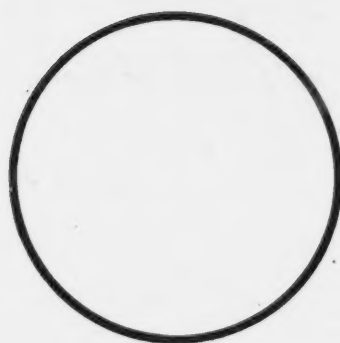
We realize that dealing with separate problems in education is like pulling the wings off a butterfly. Each problem is related to numerous other problems, even though some of them, on the surface, appear to be outside the field of education. What we are talking about in this report is the total man, the total child. We are concerned with individual development. For this reason we will, at times, repeat ourselves as we discuss individual educational goals. In reality, no one goal can be studied in isolation.

The format of the following pages will be in keeping with the Department of Education's commitment to provide educational accountability for programs based on stated objectives.

footnotes

- 1 U.S. Congress, Senate, Committee on Labor and Public Welfare, *Hearings Before the Subcommittee on Indian Education*. 91st Cong., 1st sess., 1969, p. 562.
- 2 William R. Marsh, *North To The Future* (State of Alaska, Department of Education, 1967), p. 67.
- 3 U.S. Congress, Senate Committee on Labor and Public Welfare, 1969 Report: *Indian Education: A National Tragedy—A National Challenge*. 91st Cong., 1st sess., 1969, p. 219.
- 4 Clifford R. Hartman, *Planning for Human Resources* (State of Alaska, Department of Education, Jan., 1970), p. i.
- 5 *Ibid.*, p. 45.
- 6 Flore Lekanof, "A Study of Problems in Education of the Native People of Alaska" (unpublished paper), 1968, pp. 10-12.
- 7 Operation Breakthrough, *Breakthrough to Tomorrow, Anchorage 1960-84* (Part 1: Trends and Projections; Anchorage, Alaska: Aug. 1969), p. 16.
- 8 Juneau Model Cities, *Model Cities Mid-Term Planning Statement* (Juneau, Alaska: January 16, 1970), p. 40.
- 9 *Ibid.*, pp. 40-43.

on the hearings on education



||||| The child was Eskimo. . .
||||| Or was he white?
||||| And very small. . .
||||| Or was he tall?
||||| All I recall
||||| Is his response to
||||| Someone's question--
||||| Wide-eyed,
||||| The child replied:
||||| "School is to help you be you."

||||

--NSB

2 to reach maximum potential

goal

To provide an environment wherein each person, regardless of any conditions affecting him is afforded the opportunity to reach his maximum potential as an individual and as a member of society.²

the philosophy...

The philosophy of education in Alaska approved by the State Board of Education on January 8, 1970, says that education will "provide each person in the state of Alaska with maximum opportunity to secure for himself the knowledge, competencies, attitudes, and values necessary for complete realization of his fulfillment as an individual and as a healthy, productive, participating, and accepted member of society in cooperation with the family and the home."¹

In order to implement this philosophy, seven goals have been established (see summary) The major activities on a statewide basis are directed toward three of these seven goals, as can be seen in the following discussion.



objective a To improve preservice and inservice teacher training and provide culturally relevant teacher education. This would involve recruiting teachers of Alaska Native background as well as training non-natives to understand the Native cultures.

need Since its inception in 1966, the Northwest Regional Educational Laboratory (NWREL) in Portland has been involved in educational programs in Alaska. In a summary of conferences on managing the future of education in Alaska, Dr. Evelyn P. Mason of the lab reported: "Increasingly, in the lower 48 states, the function of the school is being challenged. On the one hand students complain that what the school offers is not relevant for life as they perceive it; while teachers too frequently are seeing the students as unmotivated and restless. Alaska, in particular, with its vast area, diverse population and different school systems, is facing unique problems in managing its future education policies."

Alaskan educators questioned on educational needs in the state, Dr. Mason said, "are requesting more inservice training, more summer workshops, more time for planning, more community interaction, more involvement from the two Universities in teacher training; but they are simultaneously stating...that the opportunity for some of

these types of professional development are already available in Alaska if only more efficient use can be made of them.⁴

Stanford Research Institute recommended "expanded inservice and preservice training" for teachers, specifically for those teaching vocational education.⁵

Alaskan educators questioned also expressed wishes for "quality education for the Alaskan Native child" and the need for other special programs.⁶

It is generally recognized in Alaska that education must be in a constant state of change if it is to meet the needs of its people. Consider a change model for rural Alaska schools, for example, developed by two State Department of Education employees in the rural schools. This model calls for the Department of Education taking leadership in bringing about educational change and sets up priorities for training teachers, local leaders and school board members in assessing educational needs, developing programs to meet those needs and evaluating and changing programs as is necessary.⁷

In a prepared statement issued to the United States Congressional Subcommittee on Indian education, the Fairbanks Native Association issued the following statement:

Perhaps one of most important findings (made in a study of rural schools in 1962) was the unpreparedness of instructors to understand or cope with the people among whom they reside. This misunderstanding results in a superficial acceptance

but deep-rooted resentment and contempt by the people.

Another important factor was the paternalistic or overbearing attitude of the Bureau of Indian Affairs and their instructors towards the students and the people. The master-slave relationship which was developed through BIA involvement has overlapped into the field of education. Instances are known where only BIA teachers, Vistas, or other village VIP's, could use clean well tap water when the rest of the village drank from polluted rivers, even though the water supply from the BIA well was sufficient for the entire village as drinking water.⁸

The report went on:

Teachers in the outlying area should be of highest quality, not only with ability to teach. There should be an intensified formal preparation for instructors, to learn the socio-economic area they are going to. They should also know the foods, and the basis of the language of the area they are going to. This should include a screening as to why persons want to go to the villages. It should also include motivating the instructors to teach students as ethnic equals, thereby instilling in the minds of the students that their own values and heritage are important; that they know who they are and that the knowledge will give them the self-confidence to continue and excel.⁹

Others at these hearings—Dr. Barbara Nachmann,¹⁰ Dr. Michael Krause,¹¹ Dr. Arthur Hippler,¹² echoed these views. And a summary of the findings of the committee

provided data indicating that teachers in the urban areas, as well as those in the rural areas, need an understanding of Alaska's Native culture:

Recent estimates place the number of Eskimos, Indians, and Aleuts residing in Alaska at about 53,000 people, or approximately one-fifth of the total population in the State. Except for about 1,000 Indians on two small reservations, the natives live in towns and villages scattered throughout the half million square miles of the state—an area greater than the combined areas of the 19 most eastern states of the United States.

Though some migration of native persons from their original habitats has occurred, the regions are generally occupied by one of the major native groups. The Eskimos live on the western and northern coasts along the Bering Sea and Arctic Ocean; they comprise somewhat more than half of the local native population. The next largest group of natives, the Indians, live in southeastern interior, and south-central Alaska. And, in southwestern Alaska, along the Alaska Peninsula and Aleutian chain, live the Aleuts, the smallest of the three. Native persons and families who have moved to urban areas, particularly Anchorage and Fairbanks, are exceptions to these patterns.

More than 70 per cent of Alaskan natives live in 178 villages or towns in which half or more residents are native; half of these places have populations of 155 persons or less. Another 25 per cent of Alaskan natives live in six urban places, but primarily Anchorage and Fairbanks.

Migration of natives to urban places has been fairly substantial in recent years. Between 1960 and the present, the total native population of Alaska's six largest cities has doubled to approximately 10,000.

In Alaska's largest city, Anchorage, the number of native school children has quadrupled since 1967.

Migration from rural villages to larger native regional centers is also occurring. Five of these places were visited by the Subcommittee: Bethel, Nome, Kotzebue, Pt. Barrow, and Fort Yukon. Both Kotzebue and Bethel have grown to approximately 2,000 persons, doubled in size since 1950. Although these larger native villages consist of a largely native population, they tend to be controlled by a handful of white businessmen who own and operate, usually at a considerable profit, the general trading stores, the charter airlines service, small hotels and restaurants, tourist trade facilities and services, native "slum housing," and the fuel, electricity and often water supplies. Their ownership poses a serious problem for the natives which has not yet been adequately analyzed.

Although migration to urban areas and regional centers is taking place, native villages are not disappearing from the Alaskan scene, despite many predictions to the contrary. Today there are only 12 fewer separate native places of 25 people or more than were indicated in the 1950 census, and more than 80 per cent of the places continuing to exist are larger than they were 17 years ago.

The median age of Alaska native population is 16.3 years. More than 77 per cent of natives are younger than 35 years of age. The population's youthfulness is the result of a short life span, a high birth rate, and recent reductions in infant mortality. The native population is growing at a rate nearly twice that of the United States as a whole. The crude rate of natural increase is comparable to that of Southeast Asia or South American regions typically described as having population explosions.¹³

Brookings Institution, in its recommendations, recognized the need for both urban and rural teachers receiving orientation in the Native culture.¹⁴

The Model Cities Agency in Juneau has said that "An extremely disproportionate number of Indian children are dropping out of school before graduation, being about four times that of white students, and calls for a program to educate all teachers in the school district about the heritage of the predominant minority group in the school, the Thlinget Indians."¹⁵

And, say various local groups and educators, teachers of Native background should be recruited and trained for the public schools.

Flore Lekanof points out that there "has been a large percentage of teacher turnover in rural Alaska compared to the teacher turnover in the urban centers. He quotes from William Dean Overstreet's unpublished master's thesis:

... Some of the reasons for teacher turnover given by the teachers in the rural schools were isolation,

dissatisfaction with community, inadequate housing, inadequate salary, limited opportunity for advancement, and dissatisfaction with school facilities.

The Bureau of Indian Affairs teachers gave as their main reasons for leaving their positions: limited opportunity for advancement; the high pupil-teacher ratio; dissatisfaction with the principal; poor salary, and isolation.¹⁶

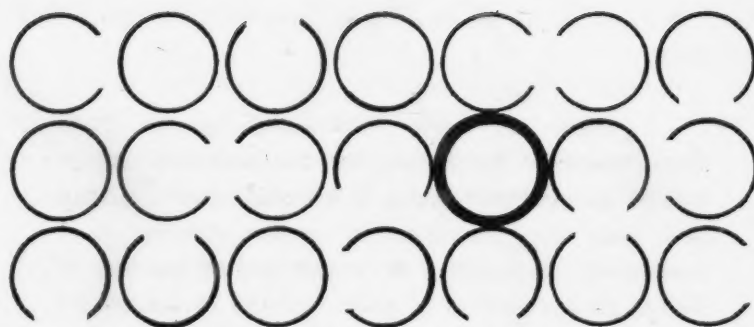
Lekanof concludes:

. . . This all points to the need of training our own Native people to teach in the rural schools of Alaska. We feel that with the use of Native teachers in the rural schools of Alaska, the high percentage of teacher turnover will be greatly reduced.¹⁷

U. S. Senator Walter F. Mondale, who toured Alaska in connection with the Hearings on Native Education stated that:

. . . those who direct and control the educational systems, and those who control some of the other programs, simply are either unwilling or unable to understand the needs of those for whom these programs have been established in the first place. We've seen many, many examples of this throughout our trip. We haven't seen a single Eskimo or Indian teacher. I can't believe that would ever be true if Indians and Eskimos ran their own schools.¹⁸

Dr. Robert Rath recommended that:



*Native Alaskan adults should become major figures in classrooms. Programs should be instituted whereby a variety of teacher aides, teacher interns and volunteers become trained and active in the classrooms. . .aides should perform instructional as well as paraprofessional tasks. These types of involvement could begin the training sequences to develop native Alaskan teachers as well as having mature representatives of the culture present during the schooling process. Native Alaskans in this way could not only become active in education, but could become teacher trainers in the process. . . .*¹⁹

According to the recommendations and Final Report of the Advisory Council on State Financial Support to Public Schools:

*. . . Plans are being formulated by the State Department of Education for the extensive use of natives as classroom aides. It is hoped their presence will ease the problems of native children in a non-native classroom. The recruitment of teachers of native background is a policy of the University of Alaska. . . .*²⁰

"Ultimately, we should hope," said Dr. Michael Krause, "that the native and the teacher become one and the same person."²¹

These same groups called for the use of bilingual teachers and teacher aides in the schools to bridge the different cultures in Alaskan schools. Others, such as Woodrow Morrison, a student at the University of Alaska, told of personal experiences:

I . . . graduated from Mount Edgecumbe High School, one of these well, we call it a de facto segregated school and I also graduated from Haskell Institute, an Indian school in Kansas, so a lot of things I've seen in the schools—for one thing, I've had to fight the problems, and so far, I've heard quite a few people up here that know all about Indians. They've looked at them under a microscope and they know how we think and how we feel, but one thing they haven't done is, they haven't had to face these problems of fitting into Western society. Personally, I'm a half-breed, but I grew up in an all-Indian village. I knew I was Indian and, to some of you, this might sound pretty stupid, but one winter my parents took us to southern California. I went to a public school for three months and then went back to my village and a kid came home from the hospital. I told the other kids, I said, "Hey, my neighbor came back," and I was razed for a month and a half about, "Hey, your neighbor," just one word. I was ridiculed because I used something from the westernized culture."²²

Professor Lee H. Salisbury, who served as director of the College Orientation Program for Alaska Natives, a program which ran for four years, has said that ten per cent of the entering freshmen at the University of Alaska in 1967 were identified as native students. He said that students coming to the University from Mount Edgecumbe, Covenant High School at Unalakleet, and Friends High School in Kotzebue are likely to be bilingual; others, he said, are not. He predicted that "over 30 per cent of native students entering the University are likely to drop out at the end of their first year." He added: "Only four per cent of the

original group are likely to receive a college degree at the end of four years. Out of a group of 49 entering native freshmen, only two are likely to complete the baccalaureate degree at the end of four years."²³

In an abstract of COPAN, which, he said, has been successful, he said that the program placed a heavy emphasis on helping Native students develop communication skills, and that the approach used in the classes on language and communication was based on the following assumptions:

1. A language embodies the values, attitudes and standards of the people who have developed it and use it.
2. One cannot fully understand a language unless he understands the culture from which it has emerged and which it expresses. . . .
3. Alaskan native students display varying degrees of difficulty in using English and adopting Western ways. . . .
4. If the Alaska native student's background of direct experience within the Western culture is broadened in ways which will stimulate him to communicate, his conceptual knowledge of English will improve, his vocabulary will expand and he will use the language more confidently and meaningfully.²⁴

Included in the Subcommittee's recommendations was this:

*Techniques based on linguistic theory and using appropriate technology for teaching English proficiency, both written and oral, must be developed. These techniques should most certainly include bilingual instruction methodologies. It is striking that there are presently no bilingual education projects in the state of Alaska.*²⁵

Flore Lekanof²⁶ and Robert Rath made these same recommendations in their papers. Rath went on to say, "A developmental program should be initiated that would provide for school alternatives of using native languages as formal language systems and for basic instruction subjects other than speaking, reading and writing."²⁷

The state of Alaska has already begun implementation of programs to meet its assessed needs. Following are programs in operation, programs funded but not yet in operation, and programs planned but not yet funded.

action The Northwest Regional Educational Laboratory has "worked collaboratively with local school systems, State Departments of Education, colleges and universities in the states of Alaska, Idaho, Montana, Oregon and Washington. Its programs include intercultural education, small schools and improving of teacher competencies. The primary goal within these areas has been the development of instructional systems for improving teacher-learning effectiveness utilizing the results of basic research."²⁸

One focus of this collaborative effort in Alaska over the

past three and one-half years has been "in the area of improving teacher competencies or, as it is technically referred to, Program 100.

The overall goals of the various components of Program 100 have been to stimulate pupil initiative and self-directed learning, to generate productive interaction between pupils and teacher, to analyze objectively the effectiveness of interpersonal relationships and to maximize the continuous learning of teachers."²⁹

Workshops used in Alaska include Inquiry Development, Development of Higher Level Thinking Abilities, Analysis of Pupil-Teacher Interaction, Systematic and Objective Analysis of Instruction and Research Utilizing Problem Solving.³⁰

Persons involved in the workshops provided a base of personnel to train others in the state, with support from the Laboratory. Following these initial workshops, local workshops were held in various communities throughout the state which were able to sponsor and finance them. These workshops involved university personnel, Bureau of Indian Affairs employees, personnel from the Department of Education, and classroom teachers, principals and other administrators.³¹

During the course of these workshops "some of the problems unique to the Alaskan Educator became obvious: geographic areas with very sparse populations; State-Operated School supervisory districts covering territory equivalent to the distance from Seattle to Chicago; the cultural, health and educational problems of the Native Alaskan; a booming economy with a growing

labor market; a climate that frequently would attract only the rugged and intrepid; and the problems inherent in the bureaucracy of an educational system including at least four different educational institutions."³²

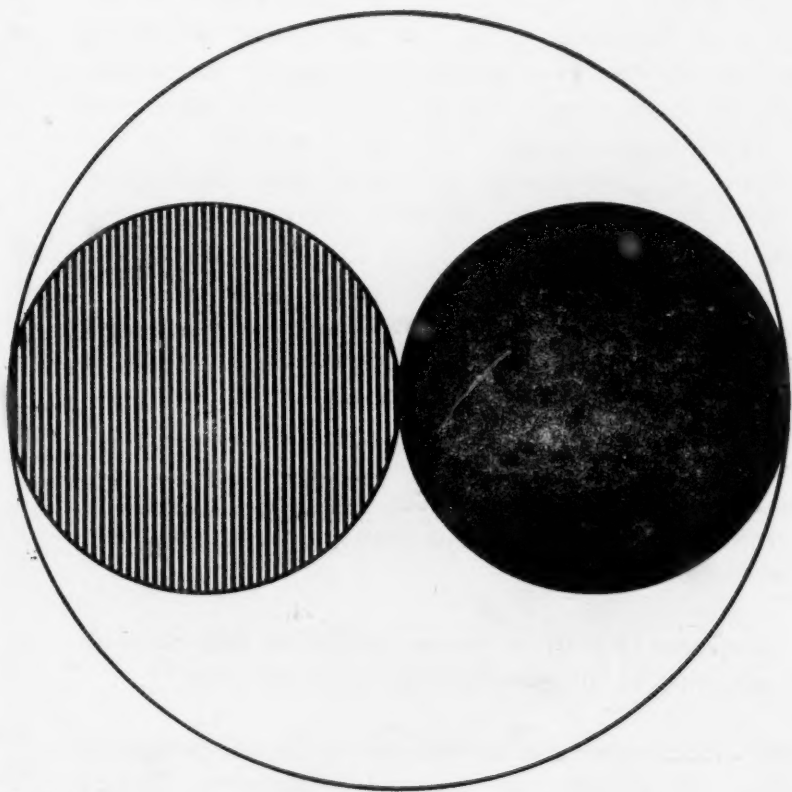
To evaluate the success of the programs in bringing about change in Alaskan education, consultants were hired by the lab and conferences were scheduled in Fairbanks, Ketchikan, Juneau, Anchorage, and Sitka (Mt. Edgecumbe)—conferences involving a cross-section of Alaskan educators.³³

Educators questioned quoted specific educational needs in Alaska mentioned elsewhere in this paper. (See appendix.) In addition, they called for "greater communication among Alaskan educators and . . . greater communication with the Northwest Regional Educational Laboratory."³⁴

On the basis of the past, it is safe to assume that the NWREL will be involved in increased professional communication on education within Alaska. There are other encouraging signs.

The new teacher certification rules in the state, for example, are based on program approval of teacher education programs offered in the state. This system of certification calls for teams of educators working in partnership to determine needs in teacher training and to develop and evaluate programs to meet these needs.³⁵ (See appendix.)

In April, 1970, the Alaska Legislature passed enabling legislation on interstate certification which would allow the Commissioner of Education to enter into reciprocal



agreements with other states deemed to have comparable teacher certification standards.³⁶

This would also allow the Commissioner to sign agreements with states such as Washington, Oregon and New York which are experimenting in the area of developing teacher competencies, and could help provide the state with a broader base for selection of educational personnel.

In addition, the State Board of Education established a Teacher Education and Certification Advisory Board composed of a cross-section of educators throughout the State.³⁷ According to the coordinator of Teacher Education and Certification, this board has gone on record as endorsing the national standards developed by the National Association of State Directors of Teacher Education and Certification. NASDTEC has recently begun a study of teaching competencies with a view toward incorporating standards for evaluating and recognizing demonstrated ability to teach as part of the national standards for teacher education and certification.

Moreover, federal programs and workshops in the state are involved in experimental programs in teacher education.

The combined Teacher Corps and Career Opportunity Program funded (\$255,000) for State-Operated Schools is an example of this. This program calls for cooperative efforts on the part of educators in the field, personnel from the University of Alaska, Alaska Methodist University, the Department of Education, and village personnel, to carry out a training and career ladder program for village personnel by involving them in

classroom assignments and college work at the outset of their employment.

Goals in the TC-COP program are directed at improving the relevancy of education in the bush schools, training Native Alaskans to become teachers, and getting communities and teachers working together in a cross-cultural educational system which would allow each child to respect his own unique heritage and have a positive self-image.³⁸

The program is described as "a pioneering attempt to combine a Career Opportunities Project with Teacher Corps through the placement of thirty aides, thirty teacher corpsmen and ten team coordinators in Native villages. . . . Unique aspects of the course work will be the employment of video-taped lessons prepared weekly by college faculty. The program will emphasize recruitment of Native Alaskans, focus on bilingual education of children and on-site field oriented course work for adult participants.³⁹

Federal programs in the past two years include:

■ Title V B2 EPDA projects (1970) in Klawock (\$13,695), Fairbanks (\$54,800) and Juneau (\$40,500) designed to recruit and train teacher aides. The project in Klawock is aimed at alleviating the burden of teachers teaching two or more grades in a small rural school; the project in Juneau is designed to provide comprehensive laboratory experiences for teacher aides; and the project in Fairbanks is designed to provide a program for teacher aides to complete their professional education and qualify for teacher certification.

■ Title VI-A, ESEA projects (1970) in Anchorage (not yet approved) and Fairbanks (not yet approved) involving some training for teachers working in special education, particularly in Anchorage. One of the primary objectives of the Anchorage project is to increase teacher competencies in evaluating, selecting and developing instructional materials for children requiring special education.

■ Title I programs (1969) in Dillingham (\$14,500), Kenai (\$85,183), and Nome (\$31,761) designed to provide training for classroom aides and, in Nome, for inservice training for teachers.

■ A Title I program (1969) in Kake (\$4,373) designed to provide training in individualized instruction for teachers working in the primary bloc.

■ Title I programs (1970) in Nome (\$40,000) and Hoonah (\$9,300) designed to increase teacher competencies.⁴⁰

The Model Cities Agency in Juneau has proposed programs of teacher education in Juneau involving Tlingit cross-cultural education,⁴¹ training for teachers involved in a proposed pre-school education program,⁴² and training for professional personnel who will be involved in a "Project Careers" pilot program accepted by the board of education of the Greater Juneau Borough.⁴³

According to the assistant director of Model Cities in Juneau, the entire Model Cities package was recently funded at \$938,000, with appropriations asked for for each of the above programs.

In the five-year projections outlined in "Planning for Human Resources," developed as background information for the state legislators, the Commissioner of Education called for 20 days of preservice training for all teachers in Alaska to improve "understanding of all cultures by all teachers if racial problems in Alaska schools are to be avoided. . . ."⁴⁴

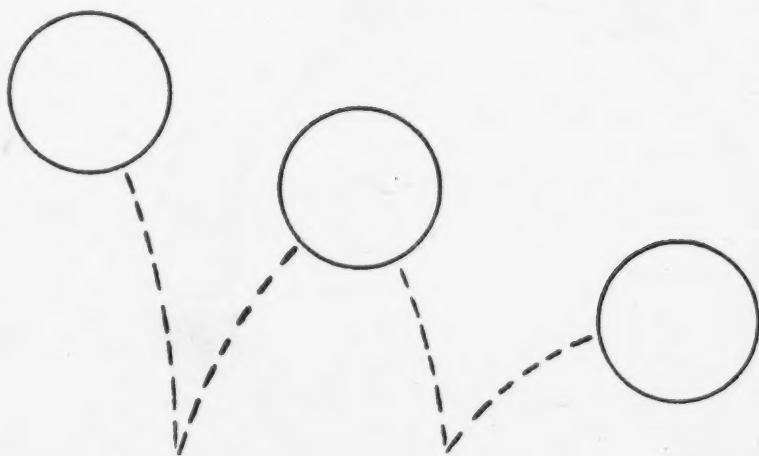
Cost of such a program, over a five-year period, has been estimated at \$1,606,169. This cost, said the Commissioner, could be shared by the school districts in the state.⁴⁵

The development of bilingual education programs in the state will also involve extensive teacher education. The Sixth Alaska State Legislature appropriated \$158,121 for bilingual education for state-operated schools.

In addition, the legislature appropriated \$920,000 for teacher aides in state-operated schools and \$180,000 for the Alaska Rural Schools project, both of which will involve teacher education.

The legislature also passed a salary increase of 41 per cent for the minimum statewide teachers' salary scale at the bachelor's level and an increase of 47 per cent for the minimum state-operated schools' salary scale at the bachelor's level.

This, in itself, may encourage master teachers to remain in the classroom and attract a greater number of teachers to the state.



objective b

education for all Alaskans.

To provide kindergarten and early childhood

need

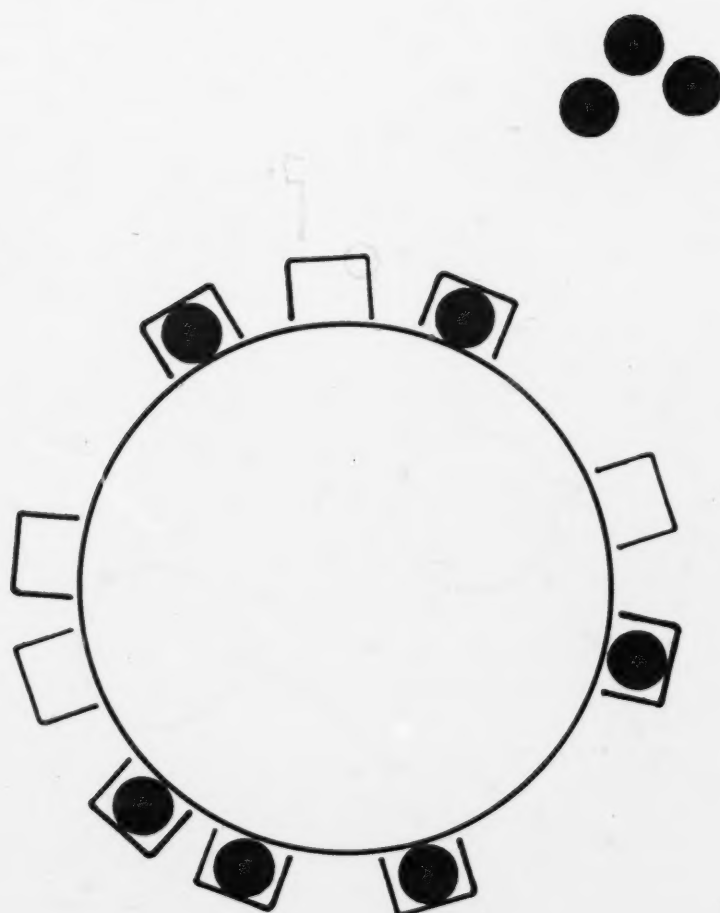
The Advisory Council on State Financial Support to Public Education recommended that "kindergarten . . . be added to the basic educational programs of district schools."⁴⁶

Brookings Institute called for "preschool training in all urban and rural schools,"⁴⁷ and an evaluation team which visited school districts in Alaska made the following recommendation:

*In addition to a comprehensive program for k-12, the team felt the community should provide a program for preschool education and child care so that each child would have a better opportunity for reaching his full potential after he enters school. A well organized parent-child center could be the core of such a preschool program.*⁴⁸

Witnesses before the United States Congressional subcommittee on Indian Education made these same recommendations: "We all agree there are plenty of problems," said Emil Notti, President of the Alaska Federation of Natives (AFN), "they have been studied and documented—the bad high school achievement level, the dropout from high school, the low percentage of college graduates, the health problems, the employment problems and housing problems."⁴⁹

He called for kindergarten or Headstart programs in all the



villages, believing, he said, that these are needed programs which can be implemented in the near future at moderate cost.⁵⁰

Other witnesses—William Hensley,⁵¹ Richard Frank,⁵² Dr. Arthur Hippler,⁵³ Dr. Martha Wilson, Dr. Barbara Nachmann, and Dr. J. Kenneth Fleshman,⁵⁴ echoed these views.

Dr. Clifford Hartman said: "We would certainly endorse Headstart. We think it should be a three-, four-, and five-year-old program. Research, beyond any doubt, has convinced us, not only in Alaska, but throughout the nation, that we need to get to these youngsters at this impressionable age of two and a half and three years of age, to begin to develop . . . cultural patterns, habits and understanding. . . ."⁵⁵

Alaskans at the hearings recommended that preschool education be recognized as essential to the success of the regular school program and made an integral part of it. The subcommittee, in turn, recommended that there be "full-year preschool programs for all Indian children between the ages of three and five. . . ."⁵⁶

Flore Lekanof, in his study, proposed "that early childhood educational programs be made available to all communities in Alaska desiring such a program,⁵⁷ and Robert Rath recommended, in his paper, that "Alaskan education should include major components in early childhood and adult education designed and planned by both professionals and native Alaskans."⁵⁸

Rath went on to say, "if the home is dramatic in educational effect, then this may begin changes in

childrearing and learning patterns with a reduction in cultural conflict."⁵⁹

And Model Cities, in Juneau, operating on the assumption that failure to read is responsible for a good number of high school dropouts, recommended inaugurating a pilot preschool program in Juneau "to enhance school and reading readiness. . . ."⁶⁰

action

Dr. Clifford R. Hartman, in "Planning for Human Resources," indicated that the state must, in initiating early childhood education programs, consider such factors as "available classrooms, instructional material, equipment, teaching staff, teacher training, pupil transportation."⁶¹

He went on to say:

Because of the probable shortage of classroom spaces and teaching staff, district and on-base schools operational costs were computed on a half-day basis, rural preschools on a full-day basis.

Cost estimates for district and on-base were figured at \$750 per pupil. Per pupil cost for the rural areas was projected from the 1969-70 budget of the Office of Economic Opportunity for Head Start Programs. The per pupil expenditure by the above agency is approximately \$970 which includes a 20 per cent in kind contribution by the local community.

At least 400 new classrooms would be needed to house district and on-base three- and four-year olds on a half-day basis in 1970-71. Another 150

classrooms would be required to provide a full-day program for 3-4 and 5-year-old students.

should be planned prior to the initiation of early childhood education.⁶²

Because of the shortage of prepared preschool teachers, comprehensive teacher training programs

The following table⁶³ illustrates the costs involved in such a program.

PRESCHOOL PROGRAMS
3 and 4 Year Old Enrollments
5-YEAR PROJECTIONS

Based on statistics provided by the State Department of Education.

System	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
District Schools	12,540	13,725	15,000	16,270	17,850	19,700
On-Base Schools	2,479	2,480	2,480	2,480	2,480	2,480
Rural Schools	2,396	3,475	3,552	3,638	3,625	3,212
TOTAL	17,415	19,680	21,032	22,388	23,955	25,392

PRESCHOOL PROGRAMS
Operational Costs
5-YEAR PROJECTIONS

Based on statistics provided by the State Department of Education.

System	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
District Schools	\$ 9,405,000	\$10,293,750	\$11,250,000	\$12,202,500	\$13,387,500	\$14,775,000
On-Base Schools	1,859,250	1,860,000	1,860,000	1,860,000	1,860,000	1,860,000
Rural Schools	2,320,766	3,365,885	3,440,467	3,523,767	3,511,175	3,111,143
TOTAL	\$13,585,016	\$15,519,635	\$16,550,467	\$17,586,267	\$18,758,675	\$19,746,143

But costs would vary, depending on specific preschool programs developed.

Even if it were impossible to offer preschool programs throughout the state at this time, offering kindergarten classes as part of each school's regular program would be an improvement, since only some districts see that kindergartens are provided as part of the daily school program. Even so, some preschool programs do exist in Alaska.

At the present time, there are 45 Head Start programs throughout the state.⁶⁴

Both the University of Alaska and Alaska Methodist University are involved in training programs for Head Start teachers. Head Start Supplementary Training at Alaska Methodist University is described as "a college-oriented demonstration of the new careers philosophy. The program is conducted by Educational Projects, Incorporated, under an Office of Economic Opportunity-Project Head Start contract.

"Its purposes are to provide college education and training to full-year Head Start employees so they may become more skilled and thereby increase their earning power. It also provides an opportunity for the University to develop teaching methods and curricula that will meet the requirements of the people served.

"At Alaska Methodist University, this program is serving the needs of fifty-five Head Start employees in twenty-four sites, including Anchorage and Fairbanks."⁶⁵

A similar program at the University of Alaska is listed in

the 1969-70 catalog under Special Programs. The catalog also indicates that the University employs a Head Start Regional Training Officer "to assist local Headstart programs throughout the state."⁶⁶

There are some private and parochial preschool programs in the state, but at the present time the State Department of Education has no authority to provide early childhood educational programs.

During the Sixth Alaska State Legislature, Senate Bill 490 was introduced, but not passed into law. This bill provided that "a child who is three years of age or who will become three years of age before November 2 following the beginning of the school year, may enter a pre-elementary program." This would have given the Department of Education legal authority to provide education for children as young as three years of age.

The bill will be reintroduced in the next legislative session.

Individual communities are making specific plans for preschool education, however. Juneau Model Cities Agency, for example, has outlined a comprehensive preschool program providing for coordinated community involvement in child care and early childhood training, utilizing community college and television for training teachers and parents, and day care centers, Head Start classes, preschool classes, and the home for teaching preschool children.⁶⁷ This project was recently funded.

We are just beginning.

objective c

to meet the needs of all Alaskans requiring these programs.

need

The Advisory Council on State Financial Support recommended that special education be added to basic educational programs in Alaska,⁶⁸ and Alpha Section of Brookings Institution recommend that "special kinds of education should be supported."⁶⁹

Statistics gathered in a survey of handicapping conditions in Alaska bear these recommendations out:

... 36,160 adult Alaskans are physically or mentally handicapped to a degree which interferes with or limits their normal functioning as productive citizens. Another estimated 22,000 Alaskans are victims of what we have referred to as "social and environmental handicaps" which are likely to result in vocational handicaps.⁷⁰

... Based on projections using the broader definitions of eligibility, over 85,000 Alaskans will have claim to Rehabilitation Services by 1975.⁷¹

... In the various analysis of the data, hearing impairments repeatedly come to the top of the list of significant handicapping conditions.⁷²

... Other related factors include respiratory and visual impairments, cultural remoteness, crowded living areas and a general condition of poverty.⁷³

The problem is complicated by the scarcity of individuals trained to work in special education in Alaska. A preliminary study of manpower needs for special education teachers in Alaska bears this out.

Information gathered came from teachers and administrators who either are teaching special education, K-12, or have potential special education students in their regular classes. Teachers reporting for a population of 69,207 indicated that they could identify only 85 students who are deaf and 273 who are hard of hearing.⁷⁴

The reports show, said a special education consultant with the State Department of Education, that teachers did not recognize and report the effects of otitis media. For this same student population, the consultant said, the Department of Health and Welfare has hard data on 810 children who are hard of hearing and 203 who are deaf.

Special Education consultants with the Department of Education feel that the preliminary study showed that there is a great need for a special education evaluation team to work out in the field and a need for teacher training in this area of education.

Of the total population reported in the LEASCO study, 5,240 handicaps were tentatively identified, within the definition of special education then given in the Alaska statutes. These statistics do not give the total number of students thought to need special education, however, since many of the students were thought to have multiple handicaps.

Teachers surveyed by the Northwest Regional Educational

Laboratory also indicated that Alaska needs teachers trained "in special education, able to handle the physical, emotional, and intellectual problems of the Native children..."⁷⁵

action "Special Education programs in Alaska schools," said the Commissioner of Education, "have not developed in proportion to predicted need." Moreover, providing learning opportunities for the special education

students is "dependent upon fiscal allocations, staff training, student identification, (and) community understanding. . . ." The present overriding need, he said, "is to develop the means to locate, diagnose, and provide programs for an estimated 5,000 students who have not been identified."⁷⁶

The following two charts⁷⁷ give an indication of the funding involved in projected programs for special education in Alaska:

**SPECIAL EDUCATION
5-YEAR PROJECTION
7% Incidence figures**

Special Education Students

The total number of students to be served during each year, based on 7 percent of the total projected school enrollment for 1970-1975.

Instructional Units

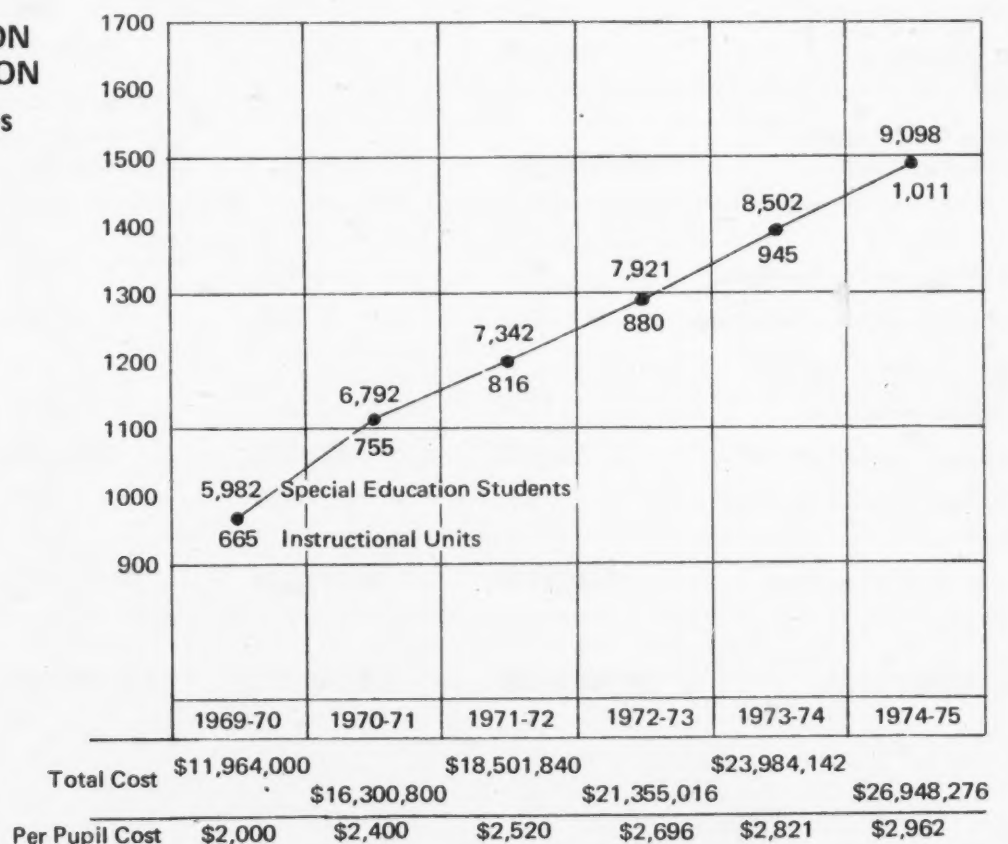
The number of instructional units needed to accommodate the projected special education enrollment based on 9 students per instruction unit.

Total Cost

The projected cost of the instructional program plus ancillary services, including school counselors and psychologists, for each year.

Per Pupil Cost

The total annual cost of the instructional program and ancillary services divided by the number of students to be served that year.



Based on statistics provided by the Division of Instructional Services.

**TOTAL COSTS FOR SPECIAL EDUCATION
INSTRUCTIONAL PROGRAMS AND ANCILLARY SERVICES
7% Incidence Rate**

	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
School Population	85,462	97,033	104,883	113,152	121,457	129,976
Estimated Handicapped Population at 7%	5,982	6,792	7,342	7,921	8,502	9,098
Number of Teaching Units Required	665	755	816	880	945	1,011
Per Pupil Costs	\$2,000	\$2,400	\$2,520	\$2,696	\$2,821	\$2,962
Total Instructional Program Costs	\$11,964,000	\$16,300,800	\$18,501,840	\$21,355,016	\$23,984,142	\$26,948,276
Total No. of Psychologists	42.7	48.5	52.4	56.6	60.7	65.
Total No. of Social Workers	42.7	48.5	52.4	56.6	60.7	65.
Psychologist & Social Workers designed for Special Education	21.4	24.2	26.2	28.4	30.4	32.6
Annual Cost per counselor	\$25,440	\$25,567	\$25,695	\$25,823	\$25,952	\$26,082
Cost per Special Ed. Pupil	910	911	917	926	928	935
Total Anc. Svcs. Cost	\$5,443,620	\$6,187,512	\$6,732,614	\$7,334,846	\$7,889,856	\$8,506,630
GRAND TOTAL	\$17,407,620	\$22,488,312	\$25,234,454	\$28,689,862	\$31,873,998	\$35,454,906

But legislation will help. During the 1970 legislative session a bill was passed into law "to provide competent education services for the exceptional children of legal school age in the state for whom the regular school facilities are inadequate or not available."⁷⁸

This legislation defined exceptional children as "children who differ markedly from their peers to the degree that they are better served by placement in a special learning program designed to serve their particular exceptionality. . . ." and included children who are mentally retarded, physically handicapped, emotionally handicapped, disabled in learning, multiply handicapped, and gifted.⁷⁹

This legislation specified that borough, city, and state-operated school districts provide special services for "exceptional children represented by not less than five children residing" in the area served and that an exceptional child residing in a district which can not provide special services be allowed to attend school in another district which can provide special services for him.⁸⁰

In addition, this legislation provided that the Department of Education and the Department of Health and Welfare "cooperatively establish by regulation diagnostic standards for the identification and classification of the learning, mental and physical status of exceptional children," and further provided that the Department of Education, in conjunction with local education agencies, retain the responsibility for special education programs.⁸¹

Continuation of the LEASCO study, which will extend over a five-year period, will provide needed hard data on which to base realistic learning programs for the education of the exceptional learner.

In the meantime, other programs are underway. During 1968-69, for example, special education workshops were held at regional teacher conferences and new "special education programs were established at Dillingham and Nome."⁸²

In addition, funds under Public Law 85-926 have enabled the Department of Education, in conjunction with the University of Alaska, to offer two summer training programs in education for the exceptional learner which can lead to advanced degrees and teacher certification for the 38 state teachers participating in the courses.⁸³ During the summer of 1970 these courses will be continued, and, as a result of the work that has gone into the development of these courses, the University of Alaska will begin offering an undergraduate training sequence in education of the exceptional learner in the fall of 1970.⁸⁴

The Sixth Alaska State Legislature appropriated \$69,000,000 for the foundation program, providing 90 per cent support of public schools. Special education will come under the foundation program. And the legislature appropriated \$443,400 for special education for State-Operated Schools.

objective d

To establish uniform, minimal educational

standards and assume responsibility for the attainment of these standards.

need

"Despite the fact that schools have been established in various Alaskan communities for more than half a

century," reported the Governor's Commission on Cross-Cultural Education, "an enormous gap in the education and economic well-being still exists between Natives and non-natives in . . . Alaska. . . ."85

This became apparent during the hearings in Alaska on Indian education. Peter John, president of the Village Council of Minto, testified that village Native children receive inferior education, and the Fairbanks Native Association said that "Education in rural Alaska has been mishandled, abused, underfinanced, and generally misunderstood."86

Others shared these views. Richard Willard called for "upgrading of curriculums clear across the board" and suggested "closer supervision of teacher in the field."87 In a prepared statement Dr. Barbara Nachmann recommended that:

. . . the under-education of native youth be recognized as a universal rather than as a special, individual problem and approached accordingly.

*. . . social promotion be eliminated and that teaching staff and facilities be increased so that all children capable of learning can acquire the basic skills. . . .*88

In a letter to Moses Paukan, introduced as supplementary information in the Indian Education Hearings, Paul T. Dixon wrote:

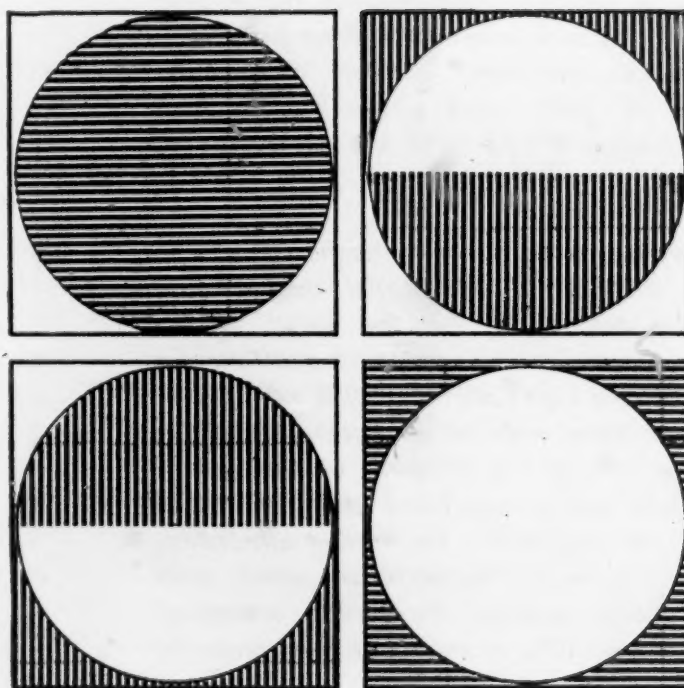
*. . . This brings us to the final fact we think important. The need for high school education. The present system of education simply does not give a satisfactory service. It is far below any set of standards applied by our nation to even the poorest of the southern 48 states. Nearly every rural community in the south 48 has access to local high school facilities. High school enrollments are not necessarily large. We have not heard of any serious penalty being imposed on the small schools simply because of their size. In fact, the opportunity for more individual attention to the students would appear to be an advantage. . . .*89

As further support for this recommendation the Subcommittee on Indian Education reported that:

. . . According to census figures of 1960, only a small fraction of one percent of the natives in Alaska had completed 4 years of college or more. (There is one native college graduate in Bethel, pop. 2,000). Only 2% of the native population completed high school. Over 50% had completed no more than 6th grade. Approximately 25% of adults had no formal education. In comparison the median number in 1960 of years of school completed for white Alaskans was 12.4. Additional studies in 1960 indicated that of native youths 14 to 19 years of age, only 34% were enrolled in secondary schools. The remaining 66% were still enrolled in elementary school or were not in school at all.

No one can determine the percentage of school age children who are actually enrolled in school. Elementary schools are found in most but not all villages; children from areas without a local elementary school go to the BIA elementary school; an elementary school education is not assured. A study done at the University of Alaska found losses in BIA schools as high as 60% from grades 1 to 8. Another study recently published by the University of Alaska points out that the native student who has enrolled in college has survived an attrition rate of 60% in grade school and an additional 54% in high school; he has left 80% or more of his first grade peers behind him as dropouts. Yet his chances of academic success in college are even more slender than before. He has only one chance in 24 of receiving a college degree at the end of four years.

Grade retardation, or overageness of students in relation to normal age/grade placement is indicative of educational failures. Overage students drop out of school more frequently than those near normal grade placement. In one study of elementary school dropouts in BIA schools, it was found that approximately half had been retarded 5 or more years, and 7% were 9 or more years retarded. Since kindergartens are almost unknown and pre-school education is a new innovation which exists in few areas, six year olds in nearly all schools enter a beginners class; they are 7 before they enter first grade. The need to spend the first year learning the rudiments of the English language automatically places the student at least one year behind at the very beginning of his educational experience. As the need for language comprehension becomes greater in each

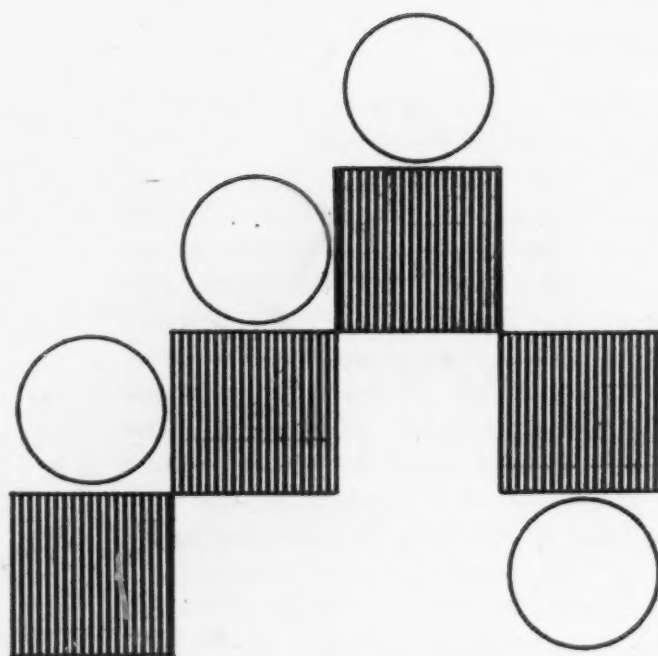


succeeding grade, the number of years of retardation increase. One study showed 40% of students in native schools to be overage in relation to normal age/grade placement. . . .⁹⁰

The Advisory Council on State Financial Support to Public Schools indicated that:

. . .there was some evidence that there were variations among districts in the level of educational output; that students in some districts were getting a better education than students in others. This conclusion was inferred from a variety of sources which included: differences in expenditure per pupil (compare Petersburg \$768 to Bristol Bay \$1,310); differences in dropout rates between natives and nonnatives in the same school; differences in the level of educational attainment between natives and nonnatives (in 1960, adult whites had attended school an average of 12.4 years and non-whites 6.6 years).

Further native and nonnative differences are to be found in the scores of potential inductees on qualification tests given by the Army at the Anchorage Armed Forces Examination and Entrance Station. Statistics kept since July, 1969 indicate that 28% of those tested were natives. Potential inductees are placed in one of five categories on the basis of these aptitude test scores. Those in the first three categories are "qualified" for further processing; those in the lower two categories are almost never judged as being qualified for further processing. Natives make up 63% of the lower two categories.



Thus, failure to achieve skills in one institution, the school, contribute to failure in another institution. 91

Delta Section of the Brookings Institution recommended that:

. . . The State should immediately assume responsibility for setting uniform minimal educational standards and assume full responsibility for the attainment of those standards. Public school systems should be administered under local direction, thereby maintaining a culturally relevant curriculum in keeping with regional differences and needs and to the special needs of newcomers to urban centers. 92

And Stanford Research Institute called for:

. . . Development of a state capability in program analysis to help identify problem areas and assess educational programs in terms of their effectiveness and feasibility. 93

action According to the Director of the Division of Instructional Services for the Department of Education, consultants within that division have worked out preliminary drafts of standards to be used in evaluating educational programs in the state covering the education of children of legal school age in Alaska.

During the 1970-71 school year, these standards will be used as a framework for evaluating some of the elementary and secondary schools in the state on a pilot basis. Projected plans then call for evaluation and revision of the

standards before the full program of school evaluation begins.

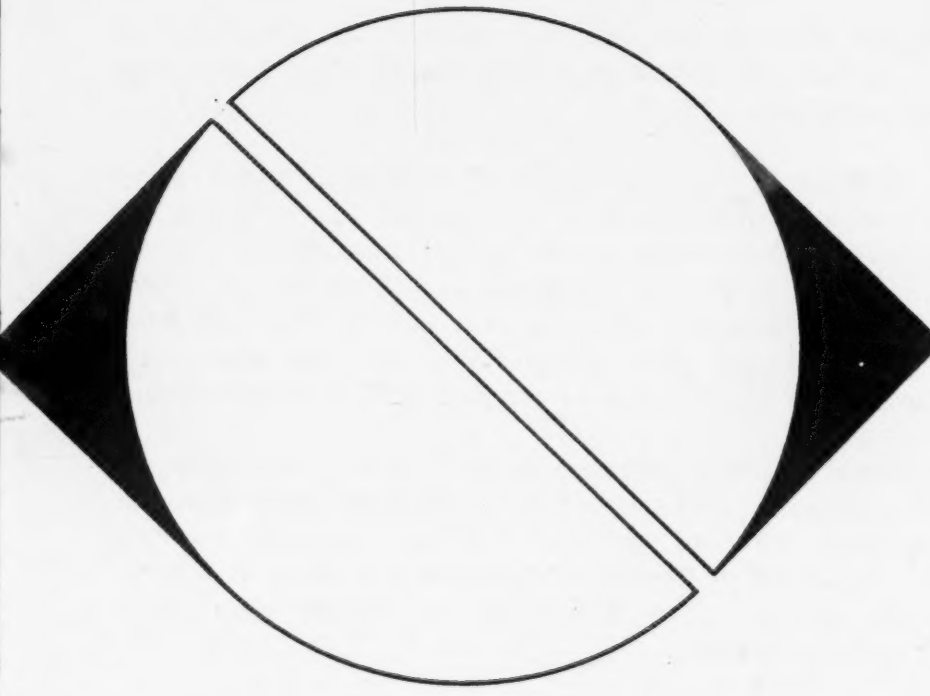
As part of this process, school districts will be evaluated in terms of their own stated philosophies and objectives. Since many districts in the state do not have stated philosophies, they will have to develop and adopt basic philosophies on which they can base educational goals and programs.

School districts will also be required to go through a process of self-evaluation before accreditation teams visit their schools.

In addition, the Department of Education and a cross section of other educators throughout the state will be involved in evaluating teacher education programs at both universities in Alaska sometime during the fall of 1970. This is in keeping with the new certification rules for Alaska which base certification on an applicant's completion of an approved program of teacher education.

National standards adopted by the National Association of State Directors of Teacher Education and Certification and standards adopted by the National Council for the Accreditation of Teacher Education will serve as general guidelines for the evaluation of teacher education programs in Alaska.

At the same time, the Department of Education is heavily involved in developing a comprehensive information gathering system for use in educational planning and evaluation. This project has grown out of the Department's involvement in the Seward Peninsula study. This will be discussed at length under Goal 3, Objective F.



objective e

To provide Alaskans with the opportunity for bilingual education. This would include the use of culturally relevant materials in the classroom as well as direct involvement of Alaska Natives in the classroom.

need

Robert Rath, in his study of cultural relevance of existing curricula in Alaskan schools, called for the initiation of developmental programs "that would provide for school alternatives of using native languages as formal language system for basic instruction in subjects other than speaking, reading, and writing."⁹⁴ He further recommended that Native Alaskans become active in education and "become teacher trainers in the process."⁹⁵ This, he felt, could offset such problems as the attitude of prejudice or low expectancy of Native students which some teachers in Alaska seem to have.⁹⁶

Native leaders testifying before the subcommittee on Indian education substantiate Rath's remarks. William Hensley said:

The feasibility of utilizing the native languages should be explored for various regions of the state and, if found to be a spurt toward a child's educational development, should be implemented. We've heard, from the Bureau and from the State at times, that this is an impossibility because of the various dialects. I think we have two major regional Eskimo dialects and I think it could be possible to develop a program utilizing the language. It's very tough on a child to have to start in the first grade without any knowledge of English. This is not true in

every village, but in many, many of the small communities, this is true, therefore they have perhaps one or two years, or even three in order to get through the first grade.⁹⁷

Senator Mondale questioned Hensley further on this point and Hensley responded:

. . . We know that many of these children start school with no understanding of the English language and are taught by teachers who have no understanding of the Eskimo or Indian language, and I think any educational psychologist or any good teacher will tell you that that is a guaranteed formula for human wreckage, and that's what we're doing, wrecking humans.⁹⁸

Dr. Nachmann outlined student and teacher attitudes in the village which inhibit learning:

Because of its linguistic and cultural strangeness, participation in the classroom routine is experienced by many children here as exposure to criticism and to the danger of being found wanting—the aim becomes to conceal ignorance and to avoid embarrassment by saying as little as possible and keeping uninvolved. School becomes a continuously defensive ordeal to be survived. It is seldom the pleasurable exploration of the world or the development on one's own capacities which can be experienced only when student and teacher are free from concern about external standards of performance and united in following curiosity rather than compulsion.⁹⁹

Dr. Michael Krause, professor of linguistics and foreign

languages at the University of Alaska, gave this testimony:

. . . I've spent the last 9 years engaged in research on Alaska native languages, largely, incidentally, with Federal support. I consider myself a scientific expert, though not a native expert, on these languages.

This research experience has brought me into a particular type of intimate, intellectual, and emotional relationship with a large variety of Alaskan natives. I have observed certain alarming conditions which I have kept silent about for too long with the excuse that my business is purely academic. By now, however, my indignation and alarm at what I've seen has reached the point to where I feel compelled to speak up. As I wish to go on record, not as an expert on education, but as a scientist with some feeling of social responsibility to my fellow man.

. . . On the surface, it may appear hard to understand what is going wrong with education for Alaskan natives. There's no question but what the Alaskan native himself is sold on the idea of education as we have heard time and time again tonight. The very fact that the parents have made the sacrifice of giving up their largely nomadic way of life in order to camp around the school forming a little village, is in itself, enough witness to the fact that the native is extremely receptive to education to an extent that is difficult for us to understand adequately here.

Furthermore, there seems to be no lack of sincere desire on our part to do what we can to educate natives as we educate ourselves and this is

demonstrated quite obviously by the willingness that we have to go to considerable expense and effort, sometimes even a little soul searching to better achieve this end. The presence of this committee is an obvious case in point.

But why then, isn't all of this working for the Alaskan native? Why is he usually unable to compete? Why is his school dropout rate so much higher than ours? Why does he end up without steady employment, on the welfare rolls?

He is neither content with life on the land, nor in urban society. With the native language for instance, the younger native is often ashamed if he knows how to speak it, and if he doesn't know how to speak, he's ashamed of not knowing how to speak it. In any case, at this point, feeling inferior as he does, he seems to be turning his rage more inward than outward, but how long can this last?

I believe that the relative socioeconomic position of the Alaska native is, in fact, steadily worsening and that his education is rapidly leading us all to catastrophe. If educational policy continues its present course, it will lead to the same disaster that is all too familiar elsewhere with another non-white minority. The basic causes here are largely the same as there, but here the process has not yet advanced as far. At least, for a large proportion of Alaskan natives, it is as though the slave boats have not yet left the shore and there is time to turn back to learn from history and to effect its course in a way that will be beneficial to us all. . . .¹⁰⁰

Senator Mondale, in questioning Dr. Krause, said this:

Next, am I correct, that under the Bilingual Education Act impressive programs have been established, dealing with Mexican Americans speaking Spanish, an impressive program dealing with Puerto Ricans in New York, and in other cases, bilingual education money has been used and remarkable results have been received where the materials have been prepared properly and taught by persons competent to teach them, and that the children who receive such education begin immediately to learn. Anyway, among other things, they learn English faster than they would if they were taught only in English. And that, in addition to this, psychologically, their self-made image is not damaged and destroyed by the way it is when they are, in effect, told that what they learned at home, their language, their culture, is not worthy of repeating. That the combination of these efforts has made the bilingual education approach one of the most exciting new experiments in education in the world can't be doubted. Would you accept that proposition?¹⁰¹

Dr. Krause responded:

I would agree, and I feel that I could summarize my whole statement here in one sentence. We should have more Rough Rocks here in Alaska.¹⁰²

Dr. Krause was referring to Rough Rock Demonstration School in Arizona—a school which has Navajo Indians on the school board, Navajo instructors in the classroom, and Navajo textbooks developed by the Navajo people for use in the classroom.



Stanford Research Institute reported that "The number of Native freshmen enrolling at the University has been rising slowly in recent years, but the number and percentage of Natives receiving degrees four years later are still very low. The reasons for the phenomena," the report went on, "are clear (e.g., poor preparation and cultural deprivation)."103



The group went on to recommend that university efforts be pooled, "possibly through a separate Native research center, and including programs for training of specialists need in the villages."104



Teachers questioned by Northwest Regional Educational Laboratory indicated a "real concern for quality education for the Alaskan Native child" and a "recognition of the usefulness of incorporating some aspects of the Native culture into the educational system."105

Model Cities Agency in Juneau, recognizing the great percentage of Indian student dropouts, has proposed continuation of a Tlingit culture course in the high school and extension of such a course through the grade schools.106 Members of the Indian community present at a Juneau school board meeting also indicated the need for the use of the Native tongue in the classroom.107



This agency has also recommended that teachers in the Juneau school district receive training in the cultural heritage of Tlingit children in the schools and that a course in Native history and culture be a graduation requirement for all students in the Juneau area.108

action

According to a Department of Education news release sent out on May 1, 1970, personnel from the University of Alaska, the State Department of Education, State-Operated Schools, and the Bureau of Indian Affairs are involved now in developing plans for Alaska bilingual education programs. The news release gives the following summary:

... The Division of State-Operated Schools has received \$10,000 planning grant for an Eskimo language teaching program under Title VII of the Elementary and Secondary Act. The planning grant will enable Alaskan educators to develop a formal bilingual education proposal for federal funding.

Dr. Bruce Gordon, Head of the Department of Foreign Languages and Linguistics at the University of Alaska, has been approved to write the project proposal to be submitted to the U.S. Office of Education.

The Division of State-Operated Schools will be the recipient of the Title VII grant if the project is approved. Plans are underway to begin using the Yuk or Yupik Dialect of the Eskimo language in selected state-operated schools in September, 1970. Kindergarten and the first grade students in the Bethel area will study arithmetic, social studies, and language arts in the Yuk dialect.

The Alaska bilingual education program is being developed in conjunction with the Bureau of Indian Affairs who has also received a grant under Title I, ESEA, to operate a Yuk dialect bilingual education

program in the Kuskokwim area.

Teachers who will be working in the two programs in September will attend a special training session at the Alaska Rural Schools Project this summer. Miss Irene Reed of the University of Alaska Department of Linguistics is producing instructional materials for the Yuk speaking teachers to use in their classrooms. Miss Reed is presently heading a University of Alaska research project to establish a uniform spelling of the Eskimo language. Dr. James M. Orvik, Research Coordinator and Assistant Professor of Education at the University of Alaska, is preparing testing materials to measure the children's vocabulary in the Yuk and English languages.

Dr. Dorothy Novatney, State Social Studies Consultant, John Ladakos, State-Operated Schools Federal Programs Coordinator, and Mrs. Winifred Lande of the Alaska Rural Schools Project met with representative of the U.S. Office of Education April 8 to outline the objectives of the Alaska bilingual program.

On April 30, the Bureau of Indian Affairs also sent out a news release:

The BIA disclosed plans for the first bilingual education program designed for Eskimo learners. Three Kuskokwim River villages will participate in the pilot project of teaching the child in his first language—Eskimo.

This news release went on to describe the cooperative efforts of the BIA and the University of Alaska in this

program and stated that "six-year olds in the BIA schools at Akiachak, Napakiak, and Nunipitchuk will enter school this fall with the opportunity to understand everything introduced to them. Language will no longer be a learning hazard, and English will become a subject to be learned in conjunction with their other studies."

The Teacher Corps-Career Opportunity project described under the goal involving teacher education will also contribute to reaching this goal, since the use of teacher aides and teachers who are Native Alaskans from the communities in which they teach will allow increased communication between students and teachers and aid in the learning process of both.

And the Alaskan Reader project, described in the section on the right to read, will also contribute to meeting this goal.

In addition, a few federal projects in Alaska aimed at helping the culturally deprived and developing a better self-concept among students should contribute to meeting this goal. They are:

■ Title I (1969 and 1970) project in Sitka (\$22,274) designed to change the self-concepts among deprived children.

■ Title I (1970) projects in Fairbanks (\$24,390), Ketchikan (\$46,493), Petersburg (\$3,478), and Klawock (\$3,228).¹⁰⁹

We have started on the long way to meet this need in Alaska.

footnotes

- 1 Clifford R. Hartman, *op. cit.*, p. 45.
- 2 *Ibid.*
- 3 Evelyn P. Mason, "Summary of NWREL Conference on Managing the Future of Education in Alaska, November 9-14, 1969" (mimeographed paper), p. 1.
- 4 *Ibid.*, p. 19.
- 5 Stanford Research Institute, *Planning Guidelines For the State of Alaska*, December, 1969, p. 41.
- 6 Evelyn P. Mason, *op. cit.*, p. 19.
- 7 Maree Hamblin and Paul K. Hilburn, "A Change Model For Rural Alaska Schools" (State of Alaska, Department of Education, July 11, 1969), p. 3.
- 8 Hearing Before the Subcommittee on Indian Education, *op. cit.*, p. 464.
- 9 *Ibid.*, p. 465.
- 10 *Ibid.*, p. 597.
- 11 *Ibid.*, p. 476.
- 12 *Ibid.*, p. 474.
- 13 *Ibid.*, pp. 581-582.
- 14 Legislative Council of the State of Alaska and the Brookings Institution, *A Conference on the Future of Alaska*, (Seminar Four, "Alternative Futures for the State of Alaska;" 1970), Alpha Section, p. 2.
- 15 Model Cities, *op. cit.*, p. 40.
- 16 Flore Lekanof, *op. cit.*, p. 4.
- 17 *Ibid.*, p. 4.
- 18 Hearings Before The Subcommittee on Indian Education, *op. cit.*, p. 457.
- 19 Robert R. Rath, "The Cultural Relevance of Existing Curricula In Schools for Alaskan Native Pupils" (Field Paper No. 32, Northwest Regional Educational Laboratory, August, 1969), p. 17.
- 20 *Final Report and Recommendations of The Advisory Council on State Financial Support to Public Schools*, (Juneau, Alaska: January, 1970), p. 11.

- 21 Hearings Before the Subcommittee on Indian Education, *op. cit.*, p. 477.
- 22 *Ibid.*, p. 485.
- 23 *Ibid.*, p. 517.
- 24 *Ibid.*, p. 519.
- 25 *Ibid.*, p. 590.
- 26 Flore Lekanof, *op. cit.*, p. 13.
- 27 Robert R. Rath, *op. cit.*, p. 18.
- 28 Evelyn P. Mason, *op. cit.*, pp. 1-2.
- 29 *Ibid.*, p. 2.
- 30 *Ibid.*
- 31 *Ibid.*, pp. 2-3.
- 32 *Ibid.*, p. 3.
- 33 *Ibid.*, p. 4.
- 34 *Ibid.*, p. 24.
- 35 Minutes of the Alaska State Board of Education meeting held August 11, 1969, p. 4.
- 36 Alaska Statutes, Article 6, which begins at Sec. 14.20.520.
- 37 Minutes of Alaska State Board of Education meeting held August 11, 1969, p. 4.
- 38 Application for a Joint 1970-72 Teacher Corps/Career Opportunities Program Project For Selected State-Operated Schools In Alaska (Anchorage, Alaska: December 10, 1969), pp. 29-30.
- 39 *Ibid.*, p. 32.
- 40 Specific information on federal programs are on file in the Office of Federal Programs, Alaska Department of Education.
- 41 Juneau Model Cities, *A Capital City Model* (City Demonstration Plan; Juneau, Alaska: May, 1970), p. 122.
- 42 *Ibid.*, p. 209.
- 43 *Southeast Alaska Empire* (Juneau), June 10, 1970.
- 44 Clifford R. Hartman, *op. cit.*, p. 38.
- 45 *Ibid.*, p. 37.

- 46 Final Report and Recommendations of the Advisory Council on State Financial Support to Public Schools (Juneau, Alaska: January, 1970), p. 3.
- 47 Brookings Institute, *op. cit.*, p. 2.
- 48 W. Russell Jones, Jr., "Evaluation of Schools on Annette Island" (unpublished paper), February 24, 1970, p. 21.
- 49 Hearings Before the Subcommittee on Indian Education, *op. cit.*, p. 451.
- 50 *Ibid.*, p. 452.
- 51 *Ibid.*, p. 454.
- 52 *Ibid.*, p. 463.
- 53 *Ibid.*, p. 474.
- 54 *Ibid.*, p. 498.
- 55 *Ibid.*, pp. 488-489.
- 56 *Ibid.*, p. 501.
- 57 Flore Lekanof, *op. cit.*, p. 10.
- 58 Robert R. Rath, *op. cit.*, p. 16.
- 59 *Ibid.*, p. 17.
- 60 *Model Cities Mid-Term Planning Statement*, *op. cit.*, p. 41.
- 61 Clifford R. Hartman, *op. cit.*, p. 33.
- 62 *Ibid.*
- 63 *Ibid.*, p. 34.
- 64 Summaries of these programs are on file in the Office of Planning and Research, Governor's Office.
- 65 Alaska Methodist University catalog for 1969-70 and 1970-71, p. 85.
- 66 University of Alaska catalog for 1969-70, pp. 67-68.
- 67 Juneau Model Cities, *A Capital City Model*, *op. cit.*, pp. 202-228.
- 68 Final Report and Recommendations of the Advisory Council on State Financial Support to Public Schools, *op. cit.*, p. 3.
- 69 Brookings Institution, *op. cit.*, p. 2.
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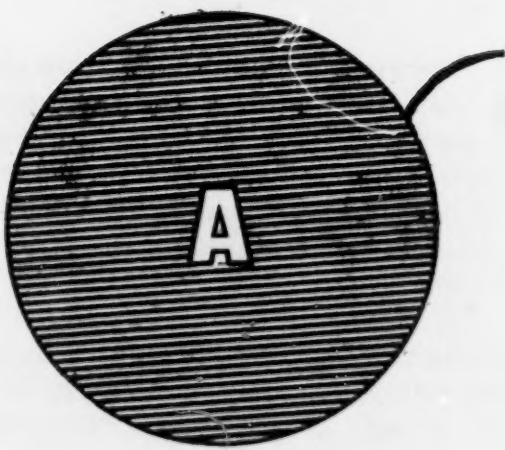
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- 76 Clifford R. Hartman, *op. cit.*, p. 20.
- 77 *Ibid.*, pp. 29-30.
- 78 Alaska Statutes, Article 3, which begins at Sec. 14.30.180.
- 79 *Ibid.*
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- 86 Hearings Before the Subcommittee on Indian Education, *op. cit.*, p. 465.
- 87 *Ibid.*, p. 468.
- 88 *Ibid.*, p. 535.
- 89 *Ibid.*, p. 556.
- 90 *Ibid.*, p. 587.
- 91 Final Report and Recommendations of the Advisory Council on State Financial Support to Public Schools, *op. cit.*, p. 5.
- 92 Brookings Institute, *op. cit.*, p. 3.
- 93 Stanford Research Institute, *op. cit.*, p. 42.
- 94 Robert R. Rath, *op. cit.*, p. 18.
- 95 *Ibid.*, p. 17.

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- 97 Hearings Before the Subcommittee on Indian Education, *op. cit.*, p. 454.
- 98 *Ibid.*, p. 457.
- 99 *Ibid.*, p. 499.
- 100 *Ibid.*, pp. 475-476.
- 101 *Ibid.*, p. 479.
- 102 *Ibid.*
- 103 Stanford Research Institute, *op. cit.*, p. 43.
- 104 *Ibid.*
- 105 Evelyn P. Mason, *op. cit.*, p. 19.
- 106 Juneau Model Cities, *op. cit.*, p. 124.
- 107 *Southeast Alaska Empire* (Juneau), June 10, 1970.
- 108 Juneau Model Cities, *Mid-Term Planning Statement*, *op. cit.*, p. 40.
- 109 Descriptions of these projects are on file in the Office of Federal Programs, Department of Education.

3 to develop skills and values

goal

To develop within each person the competencies, skills, and values necessary for him to function as a contributing member of society.



objective a

Alaskans.

To assure that the right to read shall be a reality for all

need

There is ample justification for implementing plans to meet this objective. As pointed out in planning guidelines developed by Stanford Research Institute, in 1960 Alaska "ranked thirty-sixth in literacy rates for persons 14 years and older."¹

Not only that, but the "Native population of Alaska is roughly 20 percent of the state's total—with a ratio probably higher than any other state with respect to American Indian population."²

And, in Alaska, "Native illiteracy and dropout rates are high. Many potential Native inductees fall into the lowest two categories of the Armed Forces Qualification Test."³

It is obvious, then, that the problem of literacy in Alaska is compounded by the problems relating to bilingualism. Many children in Alaskan bush schools enter school without knowledge of the English language and are taught by teachers who have no knowledge of the Native language. But this varies from village to village.

In a language survey of entering Primary students, at one

end of the spectrum were villages where no entering primary children spoke any English and at the other were villages where all entering students spoke English in sentences.

While the data collected in this study only covers one class of entering primary students and cannot be viewed as being meaningful for all entering primary students nor as necessary typical of that village, the results of the study substantiate what others are saying.⁴

Margaret Nick, for example, said this before the United States Senate Subcommittee on Indian Education: "I went to grade school in the village. . .and when I first went to school, I didn't know how to speak English at all, and the teachers, my teacher, didn't know how to understand Eskimo. Well, I was too young to observe, but I can imagine how hard it was for the poor teacher where I couldn't understand him and he couldn't understand me either."⁵

This is not to say that the problem of literacy in Alaska relates only to the Alaska Native. In a needs assessment made of the Seward Peninsula area, "All groups emphasized the need for English and other communicative skills. This need was felt more keenly by white students than by Native students."⁶

Test data provided for the study bore this out. The basic skills desired were shown to be "comparable to inadequacies indicated by the achievement test data."⁷

Nor do we mean to say that the problem is limited to rural Alaska. The Model Cities Agency in Juneau, for example,

has "identified the need for an emphasis on communications skills in the lower elementary grades" and in the preschool years to lower "the dropout rate and subsequent inability of the dropout to function in Juneau."⁸

action "Pursuant to the request from United States Commissioner of Education, James E. Allen, Jr., and a subsequent request from Dr. Soboleff, Chairman of the State Board of Education, the Division of Instructional Services has developed a plan for achieving the *Right to Read* goal during the decade of the seventies."⁹

This plan was submitted to the State Board of Education in March, 1970 and officially adopted. It calls for the implementation of a set of objectives designed to guarantee that "by the end of the 1970's the right to read shall be a reality for all—that no one shall be leaving Alaska's schools without the opportunity to obtain the skill deemed necessary to read to the full limits of this capacity."¹⁰ Objectives of the plan are as follows:

1. Recognize that reading is a complex process and that in all instances the learner's measurable growth and potential is directly linked to his capacity to know and use a language, not merely words in the typical academic sense.
2. Begin a testing or evaluation program in Alaska schools to help identify learning problems, keeping in mind the known incapacity of most testing to be valid for culturally different groups. This process should include:

- a. Screening tests.
 - b. Achievement tests.
 - c. Adaptations of standard tests.
 - d. Individual follow-ups for diagnostic purpose.
3. Begin early childhood education programs as soon as possible. These programs should include:
- a. The effective use of teacher aides.
 - b. Reaching into homes with TV and visits from aides and volunteers in order to provide a desirable, healthy educational setting from infancy.
 - c. Providing facilities and teachers for children of working and disadvantaged mothers from birth to school age.
4. Encourage individualization of instruction:
- a. Through workshops and inservice programs for teachers in individual schools and districts.
 - b. Through cooperation with universities to develop preservice and summer programs.
5. Train teachers in methods of teaching reading and vocabulary development necessary for reading comprehension.
6. Encourage wider use of culturally significant reading

materials by:

- a. Assisting districts in developing their own materials and programs.
 - b. Funding wider use of the Alaska Readers.
 - c. Using multi-media approach.
 - d. Working with Alaska Federation of Natives, Alaska Native Brotherhood and other native associations in developing educationally sound programs in reading and pre-reading concept building for native children.
7. Recruit and train people from ethnic minorities as teachers and teacher aides, through the career ladder concept.¹¹

Implementation of this plan calls for carrying out workshops for teachers and administrators, supervision from the Department of Education consultants, and "cooperation of the universities in providing relevant teacher training experiences, as well as educational television programs, day care centers and the provision of culturally relevant educational material for use in the teaching of reading."¹²

The development and testing of the Alaskan Readers is a step in this direction. These readers have been developed as a "cooperative effort of the Northwest Regional Educational Laboratory, the Alaska Rural School Project at the University of Alaska, the Alaska State Department of Education, the Bureau of Indian Affairs and the Alaskan Federation of Natives."¹³

This is an instructional system "based upon the latest research knowledge concerning relevance, word attack, linguistics and practical usage. . .designed to familiarize children from minority cultural groups with broader concepts. . ." and involve teachers, pupils and parents in the villages as "an integral part of the development team."¹⁴

The development of this program has at least three types of objectives:

A generalized model applicable to multiple intercultural settings contributes to a research-development-dissemination continuum.

A series of systems objectives (such as teacher training workshops; the effectiveness of the teaching protocols; the production, pilot testing and revision of materials; and pupil attainment of the specific behavioral objectives) document the development process and assess the effectiveness of components of the system.

*An experimental comparison determines the effectiveness of the new program in effecting the long-range development of reading and language in pupils in intercultural settings.*¹⁵

"These three points are being explored over a six-year period in the Alaskan Readers and Language Development activity of the Northwest Regional Educational Laboratory. The activity will contribute to the conceptualization of reading and language development in many intercultural settings, contribute to the specific needs identified in

Alaska, and provide new knowledge about the effectiveness of such programs."¹⁶

People behind the Alaskan Reader program include Dr. Robert R. Rath, coordinator of the NWREL intercultural program; Virginia W. Jones, assistant professor of education at the State University of New York, who is the author of the Alaskan Reader and whose research led to the development of the graphoneme concept, the phonetic system on which the reader is based; Dr. William Loyens, assistant professor of anthropology at the University of Alaska; Dr. Patrick J. Groff, professor of education at San Diego State College; James M. Henry, an Alaskan bush teacher who has illustrated much of the text; Laurie Baird Steinman, a free-lance artist; Winifred B. Lande, curriculum director for the Alaska Rural School Project; and Frank Darnell, who was director of the Alaska Rural School Project and instrumental in the planning phase of the project.¹⁷

During 1968-69, 260 first graders in 17 village schools—in the villages of Wainwright, Wales, Hooper Bay, Chevak, Kasigluk, Kipnuk, Quinhagak, Togiak, Port Heiden, Chignik Lake, Bethel, Allakaket, Koyukuk, Kaltag, Lower Kalskag, Angoon and Metlakatla—began using the new readers.¹⁸

During the fall of 1969, another 30 schools began using the reader "in an expanded field testing program. Information has been collected continuously from teachers and students at the test schools, which are operated by the Bureau of Indian Affairs and the Division of State Operated Schools. The information and more to be collected during the next two years of testing, will be

evaluated to determine the effectiveness of the readers for teaching English language skills to native children."¹⁹

The bilingual education program is also aimed at this goal. In addition, the following federal programs in Alaska have been aimed at improving reading instruction in Alaska:

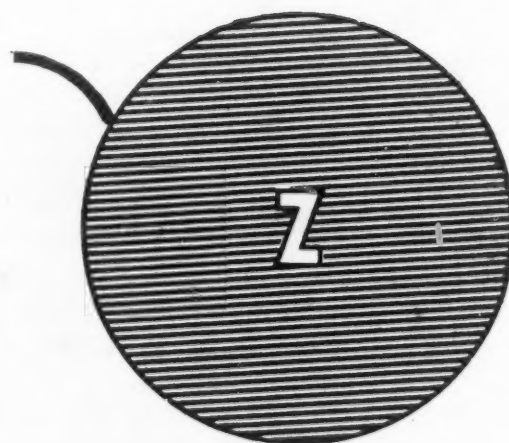
■ Title I (1969) projects in Fairbanks (\$65,893), Juneau (\$56,404), Anchorage (\$164,841), Ketchikan (\$37,454), Haines (\$3,222), Wrangell (\$5,294), and Unalaska (\$5,063).

■ Title I ESEA (1970) projects in Wrangell (\$6,231), Valdez (\$4,541), Nenana (not yet approved), Juneau (\$51,856), Ketchikan (\$40,470), Fairbanks (\$59,658), Petersburg (\$16,201), Anchorage (\$177,000), Klawock (\$3,228), and Matanuska-Susitna (\$33,649).²⁰

State-Operated Schools budget for 1970-71 includes \$67,700 for expanding the Alaska reader use. According to the Guidance Consultant with the Department of Education, the Department, utilizing Science Research Associates as consultants, is implementing a pilot testing program in Craig, Klawock, Dillingham, Skagway and Kodiak, using standardized tests selected to meet the specific needs of these communities.

The testing program will reach beyond the reading program and will include inservice programs in administering tests and utilizing the test results.

The right to read objective will need the decade of the '70's for full achievement, but we have started to move in that direction.



objective b

To provide vocational education to allow all

Alaskans to choose careers of their own choosing—careers related to the job market.

need

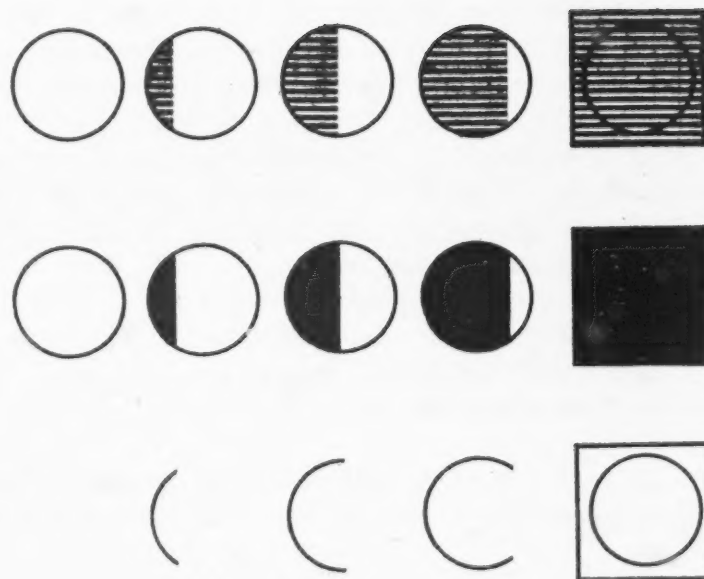
Robert C. Haring, in *"A Four-Year Survey of the Post Secondary Educational and Training Plans of Alaska Youth,"* summarized State Advisory Commission meetings

on manpower and unemployment to show that high unemployment rates are reported in "almost every rural community" and significant levels of unemployment exist in the larger cities.

He indicated that trained and skilled laborers are imported because a high percentage of Alaskan students have dropped out of school and do not possess vocational skills needed by industry. He also emphasized that educational requirements for jobs continue to increase and called for "research into expectation of educational and training opportunities" for Alaskans.²¹

The Fairbanks regional planning group involved in the survey of handicapping conditions in Alaska recommended that an area vocational school be established,²² and members of the advisory committee involved in this survey, speaking generally for Alaska, recommended "that there be a marked increase in the variety and scope of vocational training programs offered by the community college, not just for disabled veterans alone, but for many citizens in the community who need to acquire job skills to better function in our society."²³

In the needs assessment of the Seward Peninsula area, the



majority of students questioned "expressed preference for non-college related occupations."²⁴ This led the Office of Planning and Research to recommend that "curriculum be revised to provide appropriate vocational training for this large group of students."²⁵

Native male students questioned seemed "particularly interested in obtaining a marketable skill and in developing the ability to find and keep a job."²⁶

Employers questioned in the study said that "they would be willing to cooperate with the school by providing on-the-job training opportunities for students."²⁷

Juneau's Model Cities Agency has concluded, on the basis of its survey, that "dropout and high school graduates are not prepared to enter the job market."²⁸

And Anchorage, in "*Breakthrough to Tomorrow*" calls for a curriculum "keyed to actual job needs" and geared to change "with the types of jobs available in the community."²⁹

The Advisory Council on State Financial Support recommended that vocational education be added to basic educational programs,³⁰ and Stanford Research Institute concluded that we must, in the area of vocational education, "support not only wider offerings in secondary schools but increased emphasis on and coordination of all vocational education instruction as well as expanded inservice and preservice training by the State."³¹

Alaskans testifying before the subcommittee on Indian education emphasized the need for vocational training for all Alaskans. Robert Willard, for example, representing the

Alaska Native Brotherhood, recommended the "establishment of vocational training centers, with Mount Edgecumbe considered as a possible site."³² And Brookings Institution called for vocational training in Alaska related to Alaskan industries.³³

action Under the provisions of the Manpower Development Training Act, with support of various federal and state agencies, "Alaska is developing in Seward its first continuous, stable and comprehensive training center for adult Alaskans who are not presently prepared to compete in the labor market. The Alaska Skill Center operates independently of other existing or proposed programs and has an administrative design geared for efficiency and direct service to the population for which it is designed...MDTA is expressly designed for crash programs based on current and immediate manpower needs across the state."³⁴

During the next five years, the services of the Alaska Skill Center and community support programs will increase, and "emphasis will be placed on non-degree community college programs and expanding services to existing general vocational and manpower programs."³⁵

In the meantime, the following vocational education programs, as well as the skill center programs, are in operation: (According to the assistant director for the Division of Vocational Education, the 1969-70 program budget reflected an expansion of the 1968-69 programs described in the 1968-69 annual report.)

■Office occupations: During 1968-69, 84 vocational

askans enrolled in post-secondary and adult industrial education courses in Alaska. The annual report gives the following account:

...Carpentry programs in Bethel and St. Mary's were designed to train the village personnel in the construction and maintenance of adequate housing.

In conjunction with industry, the division (of vocational education) developed short-course programs to train sheetmetal workers, plasterers, painters, roustabouts, plumbers, shipmasters, and diesel mechanics. These courses trained 352 people for future employment.

The most effective industrial adult program was conducted at the Palmer Adult Camp. Minimum security inmates were trained in logging and sawmill operations. Trainees learned the total logging industry from cutting and hauling the timber to sawing and storing cut lumber.

The statewide fisheries program is designed to train and upgrade the skills of our fishing fleet. Net mending, hydraulics, gear and navigation are still the basic courses being offered throughout the state.

In cooperation with the Department of Public Safety, the division established a fireman training program to assist villages in training adequate firefighting teams, and a Public Safety Institute at Sheldon Jackson College.

Trainees enrolled in the welding technology program

business educators in secondary schools "trained 5,341 students from ninth through twelfth grades. Emphasis was placed on upgrading office equipment and programs throughout the State.

"The post-secondary business college program started in Juneau. . .proved so successful that an additional program has been approved and started in Sitka. The program has been able to effectively train 140 people for employment. Seventy-six per cent of the adult and post-secondary office occupations students who received basic employment skills were able to obtain employment.

"A data processing summer institute program was developed at the University of Alaska to meet statewide needs for teachers and administrators in the data processing field. . . ."36

During 1969-70, a total of \$1,153,434 was budgeted for office occupations courses in the state.

■Distributive education: During 1968-69, ten high schools in the state offered programs in distributive education. "Of the 974 students enrolled, 862 were able to secure cooperative employment."

But until Alaska "develops an adequate teacher training program, turnover of teacher coordinators will continue to stifle distributive education programs."37

During 1969-70, \$253,244 was budgeted for distributive education courses in the state.

■Industrial education: During 1968-69, 420 18-year-old

in Anchorage were assured employment due to the installation of the North Slope-Valdez pipeline. Because of the growth of communications in the State and the RCA purchase of the statewide communications system, the division's electronics program trainees were able to obtain immediate employment upon graduation.

One adult forestry harvesting program was conducted in Ketchikan in conjunction with MDTA, Bureau of Indian Affairs, U. S. Forest Service, and the Ketchikan Community College.³⁸

During 1969-70, a total of \$1,742,664 was budgeted for the expansion of this program.

■ **Home economics:** 300 high school students were prepared for entry level jobs in home economics during the school year 1968-69. In addition, another "300 qualified for work in child care, clothing construction, alternation or repair, and domestic service." The annual report goes on as follows:

. . . Twenty-six teachers taught home economics, family living, child development, home management, clothing construction, foods and nutrition, consumer education, and gainful home economics to 2,179 students. . . .

Programs in remote villages were most outstanding. . . At Craig High School, students worked in the school lunch program and received institutional training at the Ketchikan hospital. A skin sewing course was started at Bethel to teach eight high school students a

trade they could use in the home. Ten boys learned the basic skills needed for commercial food service jobs available in Bethel. They received experience in local institutions. New equipment installed in Fort Yukon provided the Athabascan Indian community with its first opportunity for home economics instruction. Students worked with Head Start youngsters to gain experience in working with young children. . . .

An adult cooking and baking course was offered at the state jail in Juneau to rehabilitate trainees for the employment market. . . .

Nine homemaker-health aides were trained in cooperation with the Office of Aging, Department of Health and Welfare. The course included physical and mental health training, speech therapy, nutrition and home economics.³⁹

Continuation of programs such as these for 1969-70 accounted for a budget of \$681,255.

■ **Health education:** According to the 1968-69 annual report,

Two thousand six hundred people were employed in subprofessional health occupations last year. Training to date is far short of the need, since only 128 people received vocationally funded training in 1969. Teacher training, curriculum development, leadership training, research and evaluation are priority items for health occupation administration next year.

Kodiak and Juneau incorporated health education

programs into their secondary curriculum. Students were trained in fields leading to careers in medical and dental technology. Training in isolated areas had enrollments largely made up of students from villages who had little opportunity for occupational training.

Employment opportunities were available for all graduates of adult classes in practical nursing offered in urban areas. The medical, technical, and dental technology programs conducted in Anchorage had 100 per cent employment of graduates.⁴⁰

Continuation of these programs accounted for a program budget of \$100,512.

■ **Manpower development training:** According to the 1968-69 annual report,

MDTA programs moved toward more comprehensive and in-depth services for trainees, including expanded adult basic education and general educational development instruction and more extensive out-of-class counseling. . . .

Extensive agreements were reached with Vocational Rehabilitation, Department of Labor, and all other CAMPS members for the formation of a "skill center" and a Manpower Research Evaluation Unit. The latter is a joint effort by Economic Development, the Governor's Office, Department of Labor, and MDTA.

. . . MDT conducted two successful full-class training programs with private industry as the training agencies. It appears that industry has the capacity to respond when training situations are difficult for public agencies.⁴¹

The Sixth Alaska State Legislature approved a budget of \$4.7 million from the general fund for vocational education for 1970-71, "more than double the funds for the current year. . . ." ⁴²

And the \$69,000,000 foundation support program now provides the base support for vocational education in addition to the foundation support given to these same students in their regular classrooms. The program budget for these courses for 1969-70 was \$5,054,745.

objective c

To provide the opportunity for adult education for Alaskans

need

Dr. J. Alan Thomas, a consultant with the Advisory Council on State Financial Support to Public Schools, said, "I think the colleges (which are operated by the University of Alaska) are doing little more than scratching the surface with respect to the need for adult and continuing education in the state."⁴³

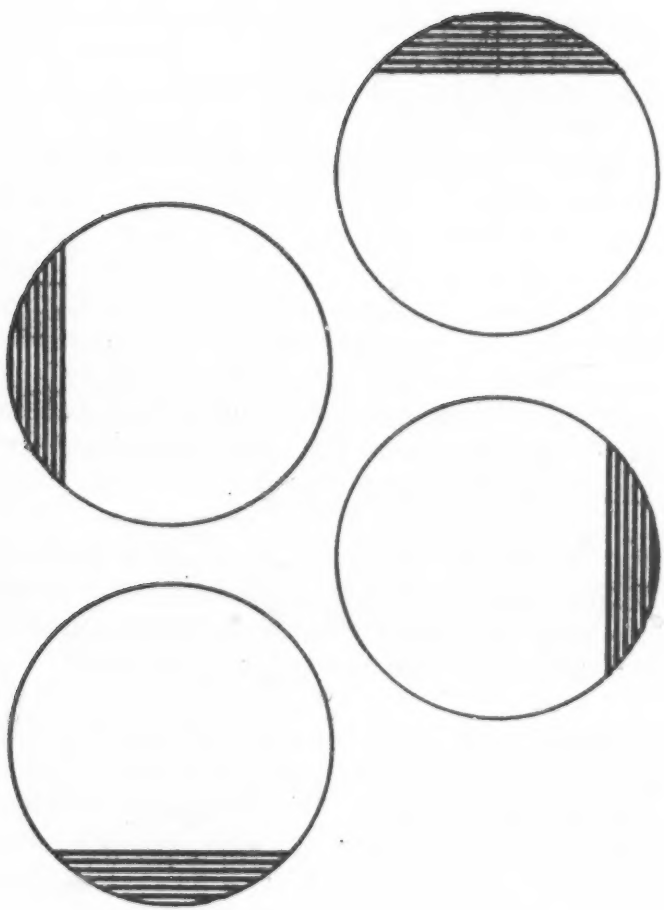
His views are not unique.

Emil Notti, in his testimony before the subcommittee on Indian Education said:

... I think we need an adult training program. I've had people tell me, "you show me a trained Native, and I'll be glad to put him to work." But before they can train the people, we've got to get them to a level where they can be trained, and I think I'll illustrate that with something here. . . that's the AVEC, Alaska Village Electric Co-Op.⁴⁴

He went on to explain that the people selected for this project had, on the average, third grade educations, but, he said, with "proper counseling and motivation" most of them completed the course. "We need," he said, "post-high school training specifically for jobs."⁴⁵

Richard Frank, in his statement before the subcommittee, said that, in order for adults to understand "the main



interest of education—the smaller folks, “we” must enter the child’s home and have a training program in adult education.”⁴⁶

And Laurel Bland, in a needs assessment for adult basic education in Alaska, made the following statements:

The greatest number of adults in Alaska who are eligible for Adult Basic Education are located in rural, and often isolated, areas. It is axiomatic that such individuals cannot attend instruction in the urban centers for obvious and practical reasons. Other adults eligible for Adult Basic Education are located in urban areas which offer, or have the facility to offer, Adult Basic Education through existing municipal education systems.

Based upon the foregoing, to insure a uniform qualitative approach to Adult Basic Education in Alaska, it is recommended that:

1. The State encourage urban areas to assess local needs for Adult Basic Education and that the State extend all possible support to the establishment of programs which will satisfy those needs.
2. That the State extend all possible support to an appropriate agency or institution which, by mutual agreement, shall undertake to develop a central repository for research and other pertinent materials required for research resources in educational planning for adults.
3. Program planning be undertaken at once to join the

resources of Federal, State, and other agencies in the development of a comprehensive coordinated program which can provide immediate and long-range guidance to Adult Basic Education, in addition to the State Plan for Adult Basic Education.

4. Particular attention be directed to the development of innovative programs which begin with thoughtful preliminary planning with village-level Native Alaskan leadership and experienced consultants in Alaskan Education and Community Development.
5. Greater effort should be directed toward coordination and increased multi-directional communication among individuals and agencies concerned with Adult Education in Alaska. The coordinating agency which is concerned with planning and programming recommendations, in cooperation with institutions of higher and continuing education, should develop comprehensive planning based upon the needs assessment and action research in functioning programs.⁴⁷

Members of the advisory group involved in the final report on handicapping conditions in Alaska noted that there had been a “large expressed interest in adult education” and recommended that such a program be initiated.

Flore Lekanof recommended that “all available funds . . . be concentrated in the rural Alaska for adult education”⁴⁸ and planners for the City of Anchorage recommended that manpower training could be tied in with adult basic education to pave the way for further training and employment.⁴⁹

action

During 1968-69, adult basic education programs in Alaska served "1,011 students in Anchorage, Bethel, Dillingham, Fairbanks, Juneau, Hoonah, Manokotak, Togiak, St. Mary's, and Mountain Village. In addition to these programs funded with state and federal money, programs operated in Kodiak, Haines, and Ketchikan with local money. The total cost to the state for adult basic education programs was \$211,000."⁵⁰

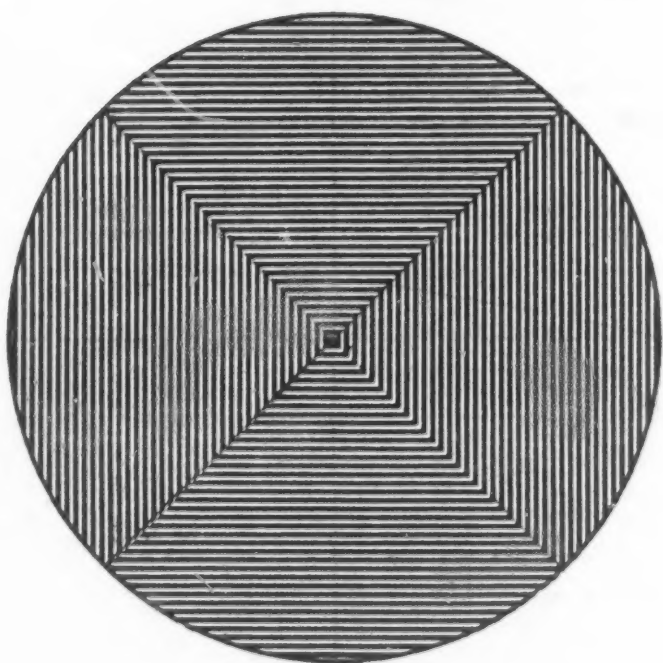
The annual report goes on to say:

Over 500 students attended classes at the Adult Basic Education Center in Anchorage. Thirty-eight foreign students from 18 countries took courses in English as a second language. The Anchorage program also started classes for the blind.

The Alaska Laboratory for Adult Basic Skills, located in Anchorage, can accommodate 40 students at a time in an individualized and prescribed education program.

The Hoonah adult basic education program devised a needs assessment document which was carried by the advisory council to every home in the village. The adult education needs perceived by Hoonah residents determined the adult program to be conducted during the next school year.

A teacher trainer institute, offered jointly by the Anchorage ABE Center and the Department of Education, trained Alaskans specifically to teach adult basic education.⁵¹



During 1969-70, these programs were expanded and accounted for a program budget of \$226,648, which included \$70,000 for work incentive (WIN) programs.

This amount was more than doubled by the Sixth State Legislature, during the spring of 1970. Included in the vocational education budget approved by the legislature was \$500,000 "for adult education through the community college system. . .⁵² part of which may be used for adult basic education."

And, in March, 1970, individuals interested in developing adult education programs in Alaska met and formed the Alaska Association for Continuing Community Education. This nonprofit organization was formed to ". . . assist in developing an effective program of education for adults in Alaska. . . promote the professional growth and welfare of the practioners in the field of adult education, . . . encourage further cooperation between the teachers, aides, counselors, administrators, governmental officials and lay citizens in continually offering a better program of adult education, and. . . foster recognition of adult education as an integral part of public education."⁵³

According to the Supervisor of Correspondence Study with the Department of Education, GED correspondence study courses are now available for Alaskans who wish to participate in these programs. These courses will be taught on an individualized basis, according to the needs of each student.

According to the program officer for adult basic education with the Department of Education, correspondence studies

for adult basic education, through the Alaska Laboratory of Adult Basic Skills, may be funded for individualized correspondence study, but such a program is not functioning at this time.

footnotes

- 1 Stanford Research Institute, *op. cit.*, p. 39.
- 2 *Ibid.*, p. 40.
- 3 *Ibid.*, p. 41.
- 4 J. B. Carruthers, *Language Survey of Entering Primary Students* (Juneau, Alaska: Alaska Department of Education: May, 1970).
- 5 Hearings before the Subcommittee on Indian Education, *op. cit.*, p. 470.
- 6 *Nome-Beltz Needs Assessment*, Office of Research and Planning (Vol. 1; Seward Peninsula Area; Juneau, Alaska: Alaska Department of Education, March, 1970), p. 32.
- 7 *Ibid.*, p. 53.
- 8 Juneau Model Cities Project 4.3.
- 9 Letter dated February 27, 1970 from Director of the Division of Instructional Services to the State Board of Education.
- 10 Unpublished "Plan for Achieving the Right to Read Goal," p. 1.
- 11 *Ibid.*, pp. 1-2.
- 12 *Ibid.*, pp. 3-4.
- 13 *The Alaskan Readers* ("A Reading and Language Development System for an Intercultural Setting;" Portland, Oregon: Northwest Regional Educational Laboratory, May 1, 1969).
- 14 *Ibid.*

- 15 *Ibid.*
- 16 *Ibid.*
- 17 *Ibid.*
- 18 *The Alaskan Reader, op. cit.*, and *Action in Alaska*, ("A Partnership for Improving Education in the Northwest," Portland, Oregon: Northwest Regional Educational Laboratory, July, 1969), p. 10.
- 19 *Ibid.*
- 20 Descriptions of these programs are on file in the office of Federal Programs, Department of Education.
- 21 Robert C. Haring, "A Four-Year Survey of the Post Secondary Educational and Training Plans of Alaska Youth" (University of Alaska, 1969) pp. 11-12.
- 22 Comprehensive Statewide Planning Project, *op. cit.*, p. 101.
- 23 *Nome-Beltz Needs Assessment, op. cit.*, p. 104.
- 24 *Ibid.*, p. 52.
- 25 *Ibid.*
- 26 *Ibid.*, p. 53.
- 27 *Ibid.*, p. 55.
- 28 Juneau Model Cities, *Mid-Term Planning Statement, op. cit.*, p. 42.
- 29 Operation Breakthrough, *op. cit.*, p. 16.
- 30 Final Report and Recommendations of the Advisory Council on State Financial Support to Public Schools, *op. cit.*, p. 3.
- 31 Stanford Research Institute, *op. cit.*, p. 41.
- 32 Hearings before the Subcommittee on Indian Education, *op. cit.*, p. 468.
- 33 Brookings Institution, *op. cit.*, p. 2.
- 34 Clifford R. Hartman, *op. cit.*, p. 22.
- 35 *Ibid.*
- 36 Alaska Department of Education Annual Report, *op. cit.*, p. 17.
- 37 *Ibid.*
- 38 *Ibid.*

- 39 *Ibid.*, pp. 18-19.
- 40 *Ibid.*, p. 19.
- 41 *Ibid.*, p. 20.
- 42 *Southeast Alaska Empire* (Juneau), June 10, 1970.
- 43 Final Report and Recommendations of the Advisory Council on State Financial Support to Public Schools, *op. cit.*, p. 26.
- 44 Hearings before the Subcommittee on Indian Education, *op. cit.*, p. 451.
- 45 *Ibid.*, pp. 451-452.
- 46 *Ibid.*, p. 463.
- 47 Laurel L. Bland, "Adult Basic Education Needs Assessment for the State of Alaska" (unpublished paper, University of Alaska, College, Alaska, 1969), p. 46.
- 48 Flore Lekanof, *op. cit.*, pp. 7-14.
- 49 Operation Breakthrough, *op. cit.*, p. 16.
- 50 Alaska Department of Education Annual Report, *op. cit.*, p. 12.
- 51 *Ibid.*
- 52 *Southeast Alaska Empire* (Juneau), June 10, 1970.
- 53 News release sent out by the Alaska Association for Continuing Community Education on April 25, 1970.

4 to provide leadership



goal

To provide the best possible administrative structure, services and leadership to all entities concerned with implementing the philosophy of education previously stated.

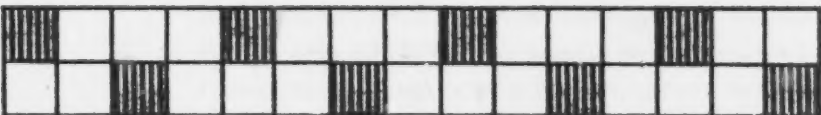
objective a To develop secondary schools to meet the needs of Alaska youth; regional, area, boarding home and small rural secondary schools must be investigated to best meet the varying needs.

need Native leaders and the special subcommittee on Indian Education have leveled strong criticism at Federal boarding schools. The subcommittee recommended:

That the National Indian Board of Indian Education, in concert with a team of professional consultants competent in areas of personality development and mental health, should conduct a detailed investigation of the off-reservation boarding schools to determine which ones should be converted into therapeutic treatment centers. These centers would be administered by Public Health Service's Mental Health personnel in cooperation with the Bureau of Indian Affairs.¹

As background for this recommendation, the subcommittee went on:

Off-reservation boarding schools have generally become dumping grounds for Indian students with



*serious social and emotional problems. Unfortunately, there are also some students who are enrolled simply because there is no other school available to them. It is highly questionable whether or not these two groups of students should be, without any plan, mixed together.*²

The subcommittee further recommended:

*That the present distribution and location of Federal boarding schools and the pattern of student placement be thoroughly re-examined. . . .*³

The subcommittee reported that it had found that:

. . . over 1,200 Alaskan natives are presently being sent to Federal boarding schools in Oregon and Oklahoma, thousands of miles from their home. In addition, we have found that over 400 Indian students from the Northwest are being sent to Federal boarding schools in Oklahoma.

*These placement procedures are questionable and were strongly opposed by Indian and native leaders testifying before the subcommittee.*⁴

Alpha Section of the Brookings Institution said that:

*. . . there should be regional schools with boarding facilities so that Native children (and others in remote areas) need not be sent outside the State for schooling. Opportunity should remain for rural children to attend urban schools through a program like the present Foster Home arrangements.*⁵

Beta Section of Brookings recommended that regional high schools be developed "through expanded use of small boarding homes, rather than large dormitory accommodations."⁶

The Advisory Council on State Financial Support to Public Schools also discussed this need:

Bringing the pupil and the classroom together, especially difficult in areas of low population density and for secondary education programs, is being accomplished in two different ways. On one hand, the state is committed to building a number of additional regional high schools in rural areas. This takes education to the pupil.

The other approach, that of taking the pupil to the education, is handled by the Boarding Home Program. During the school year, pupils live with foster families in large urban areas and attend large city schools. The state pays room and board to the foster parents and tuition to the "host" school district.

A good argument can be made for providing essentially neighborhood schools for all pupils. That is, they can attend school in their home area even if they have to stay in a dormitory. However, perhaps a better case can be made for providing a situation in which people of different cultures can learn about each other under realistic circumstances. A few months spent with members of a different culture would have some benefits not to be gained by remaining with those who are culturally alike.

Educationally, there is a need for both approaches at the present time. However, the long-term well-being of Alaska society may depend on the extent to which the people of different cultures understand each other.⁷

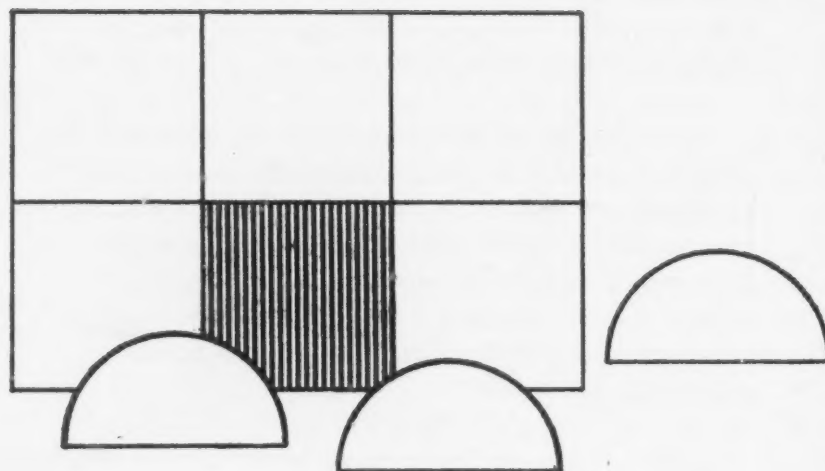
Flore Lekanof, in his study, proposed:

. . .that regional high schools with two years of post high school be made available in the following areas: Aleutian Islands, Bristol Bay, Bethel, Kotzebue, Barrow, Galena, Fort Yukon, Southeastern (Mt. Edgecumbe) and Tok. This will allow students to go home for occasional visits or parents to visit at the school. This will make secondary education more obtainable for those who would ordinarily drop out because of family and geographic problems. The two years beyond the high school will permit those students who are not college bound to train in the fields appropriate to the regional area such as electronics, heavy equipment operation and maintenance, building skills, fisheries, etc. This would also permit those who are college bound to receive credits transferable to the college of their choice.

With this program we will see less and less academic failures among our Native people.⁸

Robert Rath recommended in his study that secondary education not only should occur in Alaska, but "also be regionalized within Alaska."⁹ In "An Overall Education Plan For Rural Alaska," the Governor's Committee on Education stated that:

. . .The highest priority should be given to establishing and improving elementary schools where



adequate education is not now being provided, with the second priority being given to the construction of local high schools in communities which cannot support them. Third priority should go to regional boarding schools to accommodate students for whom a high school program is not available locally.

... The Alaska Department of Education and the Bureau of Indian Affairs should jointly determine where additional high school facilities can and should be established for eligible pupils and should investigate the feasibility of providing strong junior high schools in locations where enrollment does not justify a full high school program.

... Adequacy of all the various types of secondary programs should be under continuous review. In particular, the Alaska Department of Education and the Bureau of Indian Affairs should investigate the adequacy of educational programs in very small high schools and compare the achievement and adjustments of their students with those of boarding high school students.¹⁰

action

In "A Prospectus For Rural Education In Alaska," published in January, 1969, the Alaska State Board of Education put forth a plan intended to:

- Keep Alaskan high school students in Alaska for their school experiences;
- Provide schools which are close to students' homes;
- Avoid, to the greatest degree possible, a totally segregated school system; and

- Provide choices, whenever possible, of locations where high school students may attend school.¹¹

The Alaska State Board of Education went on to say:

Because there are two schools of thought as to where students in rural Alaska should attend school, two concepts have been developed. The first deals with the large regional high school where ultimately 500 or more students may be attending. The second is the area secondary or junior high school where the number of students may vary from 100 to 250. In the latter case, the area secondary school may offer a program through the 10th grade only.¹²

An area secondary school is defined as "a regular high school which serves pupils residing outside of the normal limits of the secondary attendance area. (Pupils are usually drawn from periphery elementary schools within a 100-mile radius. Those living beyond commuting distance are boarded in approved homes or school-operated dormitory facilities.)"¹³

Students who completed their education through the 10th grade could complete the last two years of high school at a regional secondary school. The regional secondary school is defined as "a comprehensive high school providing education to youth drawn from a broad geographic region, who would otherwise be denied an opportunity for a high school education."¹⁴

The Sixth Alaska State Legislature allocated \$3 million for the regional schools boarding home program, allowing an increase of 300-400 students "above the program this year. In addition, the legislature appropriated \$3.4 million

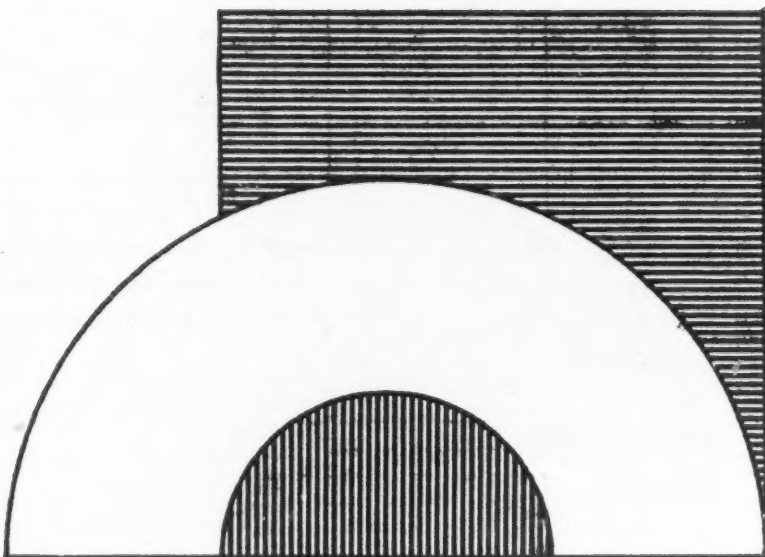
for regional schools in the school construction bond issue.¹⁵

Within the Department of Education, an ad hoc committee has been established to begin the development of detailed plans for study and/or implementation of small high schools.¹⁶ The task force met on June 15 and decided to follow the same general education specifications for the construction of the first three of six proposed small high schools—Yakutat, King Cove, and Unalaska. The other three schools to be planned will be in St. Mary's, St. Paul, and Kake.

According to the Director of the Office of Educational Planning in the department, the committee is talking about initiating a small high school in Hydaburg as well.

Generally speaking, this committee is involved in working out alternatives for solving this problem: What is the best method of providing optimal secondary education to residents in rural Alaska?

Time will tell what the outcome will be, but there seems to be strong feeling within the Department of Education that "adjustment problems of being thrust abruptly into the alien environment of a regional high school tends to nullify much of the educational growth which is expected. For this reason many in . . . (the Division of Instructional Services) feel that some form of individualized/small group instruction whereby the ninth and tenth grade students could remain in their own village schools would more nearly fill the educational needs of these students. Further, it is quite possible that an effective program could be designed which would cost no more than the present boarding school costs."¹⁷



objective b

and adult education.

need

Members of the Delta section of the Brookings Institution conference on the future of Alaska proposed "an integrated communications system for all of Alaska—state supported, if necessary—utilizing communications satellite technology and including provision for utilization of the system in the education process."¹⁸

In speaking on problems in education, Emil Notti said:

What we can do to make great strides, I think, is only limited by the amount of money we can . . . put into a program, and by our imagination; there are all kinds of things that we could do with sophisticated teaching methods and satellite communications.¹⁹

Clifford Hartman, in a letter to A. G. Hiebert, chairman of the Satellite Communications Task Force, noted:

If ITV is to really make an impact, we need to take the following steps prior to the acquisition of hardware for dissemination purposes:

1. Statewide effort to assess the educational needs of the clientele served. . . .
2. A determination based upon priority needs of subject area and grade level for programs we wish to produce.
3. An assessment of educational television programs already produced to determine their use in Alaskan schools and to prevent unnecessary duplication.
4. Statewide effort by educators and lay people to determine the goals and objectives to be met in the above subject areas. (Begin planning for a production facility.)
5. A geographic determination of what form to send programs to the receivers; such as, videotape, kinescope (16 mm film) or live broadcast. This determines kind of production facility to build.
6. A determination by professionals as to the teaching methods and techniques to be employed in the production of each videotape program. A means of evaluating the results of this tape should be incorporated into the effort.
7. Determine the educational content to be incorporated in light of present school programs or complete revision of current program or programs.
8. With complete educational specifications developed for the taping, the productions staff gets on with the job of producing the program. Preplanning is essential before production in determining what staff members will be needed and how they should be organized and supervised.
9. Edit finished products.

10. Provide for teacher inservice education and acceptance of the "new tool."
11. Dissemination of the finished product with continued evaluation.

And, in its report, Stanford Research Institute considered the comprehensive report on telecommunication system development in Alaska begun by the Federal Department of Commerce in the fall of 1969 and concluded that, "it seems more desirable that project leadership be placed in Alaskan hands rather than at the Federal level."²⁰

action

The Sixth Alaska State Legislature created an Alaska Educational Broadcasting Commission to "review all educational broadcasting applications and proposals for state or federal funding," and carry out the "coordination and encouragement of educational broadcasting in Alaska." And the legislature funded \$120,000 to carry out this program. This commission replaces a similar commission which had previously been appointed by the governor.

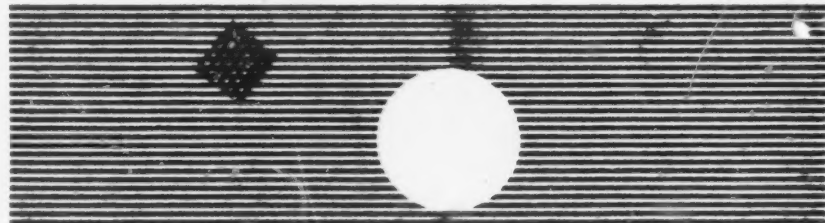
In addition, a Satellite Communication Consortium composed of representatives from the Alaska Education Association, the Alaska Commissioner of Education, Hawaii, Guam, and the Trust Territory will meet in Honolulu on July 13-14 with representatives from the Northwest Regional Educational Laboratory and the United States Office of Education to explore the possibilities of using a satellite for these areas and getting federal support for the program. A single satellite could service all four areas.²¹

Prior to this time, the governor's commission on educational broadcasting had directed Charles Northrip, its executive director, "to establish contact with the Alaska Division of Communication and the Division of Supply for the purpose of setting technical and performance standards for helical scan video recorders."²²

In addition, the Department of Education, with the approval of the governor's commission, made plans to "establish ITV programs in ten State-operated school locations. The Department of Education plans to purchase enough video recorders and TV monitors to supply the ten schools. Programs will be purchased from outside sources or procured from the Anchorage or Fairbanks ITV operations."²³

The governor's commission also approved a plan for educational television project proposed by the Central Council of the Tlingit and Haida Indians of Alaska, and made some suggestions for modifying the proposal before it is submitted to the Ford Foundation."²⁴

And a non-profit educational broadcasting corporation, Bethel Broadcasting, Inc., has been formed in the Bethel area to build the first radio station in southwest Alaska. This corporation is applying for federal and state funds.²⁵



objective c

To transfer Bureau of Indian Affairs schools to State operation within five years with no reduction in the level of services offered.

need

The advisory council on State Financial Support to Public Schools recommended that BIA schools be transferred to state "as soon as possible with adequate assurances that the quality of education in any school would not be reduced by such a transfer."²⁶

The Stanford Research Institute study strongly supported the implementation of this recommendation.²⁷

Flore Lekanof recommended that "the federal funds now available for the education of Native children be turned over to the State Department of Education for the purpose of having one administrator in education for all Native children in Alaska: He said, "This move will save administrative costs by eliminating duplications in job positions. This would also put all rural Alaskan teachers on the same footing as far as salary, retirement, travel allowance, academic requirements and vacation are concerned. This will also do away with the segregated educational system in Alaska. We feel that the state is just as much to blame for this problem as the federal government. . . . This move must be 'immediate' not 'gradual.'"²⁸

"The need for the reorganization of the educational structure was repeatedly raised by teachers questioned by the Northwest Regional Educational Laboratory. Among their recommendations was that all schools be put under one state school board."²⁹

action

According to the Director of Administrative Services for the Department of Education, approximately seven or eight BIA schools have actually been transferred to the Department of Education within the past two years.

Fourteen BIA schools have requested transfer to the Department of Education within the fiscal year beginning July 1, 1970. The following chart provides specific information on these schools.

Transfer of these 14 schools will leave approximately 50 BIA schools still to be transferred to the Department of Education.

Transfer requires that the village council approve the transfer. With village concurrence the take over by the state would be completed by 1974.

BUREAU OF INDIAN AFFAIRS TRANSFER SCHOOLS

SCHOOL	PRESENT ENROLLMENT	PRESENT STAFF	FACILITIES		
			Classrooms	Quarters	Year Built
Arctic Village	28	1	1	1	1959
Buckland	27	1	1	1	1959
Deering	33	2	2	1	Remod. 1970
Kivalina	54	2	2	1	Built 1949 & remod. 1970
Koyuk	39	2	2	1	1966
Noatak	96	4	4	3	1964
Noorvik	141	6	5	3	1960 Multi- Pur. 1970
Point Hope	112	4	4	2	1963
Selawik	127	4	4	2	1963
Shishmaref	70	3	3	1	1954
Shungnak	50	2	2	1	1931
Sleetmute	25	1	1	1	1932
White Mountain	43	2	2	1	1931
Wales	39	2	2	1	1963
TOTALS	884	36	35	20	Total Needs=

BUREAU OF INDIAN AFFAIRS TRANSFER SCHOOLS

SCHOOL NUMBER	PRESENT STAFF	FACILITIES		Year Built	REMARKS
		Classrooms	Quarters		
1	1	1	1	1959	Needs one added classroom
1	1	1	1	1959	Should be relocated and rebuilt with addition
2	2	2	1	Remod. 1970	
2	2	2	1	Built 1949 & remod. 1970	Needs one classroom and one teacher's living quarters
2	2	2	1	1966	
4	4	4	3	1964	Needs additional classrooms
6	5	5	3	1960 Multi-Pur. 1970	Needs two classrooms and one teacher's living quarters
4	4	4	2	1963	Needs two classrooms and one teacher's living quarters
4	4	4	2	1963	
3	3	3	1	1954	Needs one classroom and one teacher's living quarters
2	2	2	1	1931	Condition poor-needs one classroom and one teacher's living qtrs.
1	1	1	1	1932	Renovated 1970, generally poor two classrooms and teacher's qtrs.
2	2	2	1	1931	Poor condition, needs replacement three classrooms and two teacher's living quarters
2	2	2	1	1963	
36	35	35	20	Total Needs=	16 additional classrooms and 10 sets of living quarters

objective d

educational program according to an equalized plan for financing schools.

need

The Advisory Council of State Financial Support to Public Schools made these recommendations:

... That the state adopt an equalized percentage method for determining the state's share of operating revenue for the basic program for each district;

... That the state's share of operating revenues for basic programs be set at a statewide average of 90 per cent;

... That, additionally, the state should encourage districts to develop supplemental, or submitted, programs and fund them in the same proportion as the basic program;

... That the state consider the problems of rural education to be as critical as those of district schools and be funded at not less than the same level as district schools...³⁰

"These recommendations," said those involved in the Stanford Research study, "are of central importance to the equality of future educational opportunities in Alaska, and we strongly support their implementation if the costs (which still need to be determined at this writing) are reasonable."³¹ They made the following comments:

We believe that the equalization formula proposed by

the advisory council in connection with its first recommendation is straightforward and equitable, given the premise that all local school districts should pay for costs above a specified basic education level.

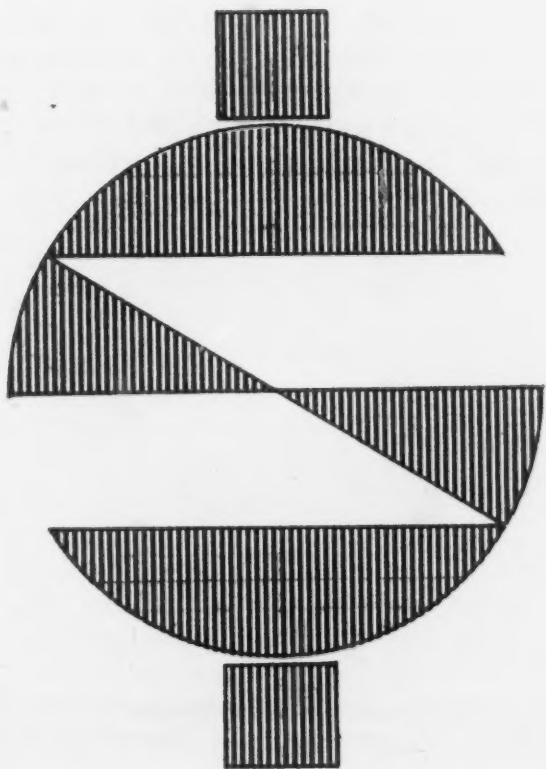
A revision of the state's definition of the basic or required educational program (referred to by the state as "basic need") is currently being prepared by the Department of Education, and we suggest that this redefinition take increased account of differences between school districts in the cost of living and in special educational requirements. (The new procedure for calculating basic need, together with the average percentage level of state support, will of course determine the added cost to the state of these first two suggestions.³²

Members of the Alpha group of Brookings Institution said that the "state should fund a major portion of education costs through revenue-sharing, while leaving school control in local hands."³³ And some educators surveyed by the Northwest Regional Educational Laboratory "felt that more money from the state and federal sources could make the difference in providing the types of facilities needed for quality education for all Alaska."³⁴

action

The Sixth Alaska State Legislature approved a total budget of \$123.5 million for the Department of Education for the 1970-71 fiscal year. Of that amount, \$77 million will be returned to local districts, of which some \$68 million will be in school foundation support to provide a 90 per cent pay back to local school districts for educational costs based on instructional units of about \$19,000.³⁵

In this instance, the recommendations of the study groups have become a reality. This in itself will not insure that each Alaskan has the opportunity to secure a meaningful education, but it is a step in this direction. The Department of Education will need to provide effective leadership to assist local agencies in meeting the needs of their students.



objective e

construction of public schools.

To develop a state-shared program for the

need

The advisory Council on State Financial Support to Public Schools made no specific recommendation on school construction "except to urge the state to take a more active role in the planning and financing of school facilities."³⁶ Members of the council "hoped the legislature might see fit to use some of the oil lease bonus money to finance school facilities. . ." and suggested that there are "many ways by which the state might change its financial involvement in school construction. Some of these are: the lease of privately constructed facilities, purchase of local school construction bonds, or the granting of low-interest loans, or the construction of state-owned schools for lease to districts unable to finance their own."³⁷

One of the consultants, W. D. McClurkin, proposed that "the Legislature consider establishing an Alaska School Building Commission under the State Board of Education and within the Department of Education...with the Commissioner as its executive director," and that the State of Alaska assume total responsibility for providing adequate school housing for all pupils in the same role that several states have taken over full responsibility for pupil transportation. Specifically, it avoids the creation of another state agency while enabling the state to fulfill its commitment to adequacy and equity without regard to the village, city, or borough residence of its children."³⁸

Stanford Research Institute recommended that the "State

of Alaska should develop some means of assisting local districts in the planning for, and financing of, school construction. Alternative means by which the financial aid could be furnished, roughly in order of increasing cost to the state''³⁹ were listed as:

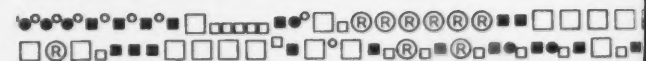
1. Encouragement of privately financed construction of school buildings for lease to school districts.
2. Guarantee of local school bonds to obtain lower interest rates.
3. Purchase of local school bonds.
4. Construction loans, possibly made available when district school bonds reach some specified percentage of assessed valuation.
5. Construction of schools by the state for lease to school districts.

6. Outright grants to construction costs.⁴⁰

Beta Group of the Bro that financial aid to sch local governments fro construction debts, sho equitably."⁴¹

action

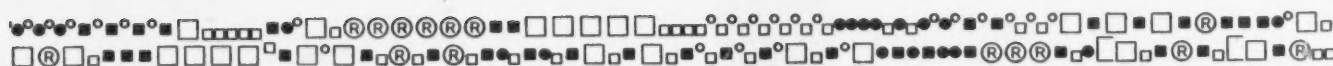
At th made Legis However, the Commissio believe that the legisla approved \$1.8 million allow the state to pick up construction bonded inc both in the future and du



schools by the state for lease to

- Beta Group of the Brookings Institution recommended that financial aid to school districts, specifically relief of local governments from present and new school construction debts, should increase substantially but equitably."⁴¹

However, the Commissioner of Education has reason to believe that the legislature, during its closing hours, approved \$1.8 million in appropriations which "would allow the state to pick up a maximum of half of the school construction bonded indebtedness of any school district, both in the future and during the past two years."⁴²



objective f

regarding students, teachers, and educational programs in Alaska for use in educational planning.

To develop a system for collecting and disseminating data

need

The need for educational planning in Alaska was emphasized in the document "Statewide Planning for Programs in Education"⁴³ published by the Department of Education two years ago.

More recently, the Governor's Commission on Cross-Cultural Education in Alaska came to this conclusion:

While it has been said that Alaska is "over researched," the truth is that basic data required for intelligent decision making are all too frequently lacking. The need, therefore, for data collection in Alaska assumes two dimensions. . .one need is for a clearinghouse to provide for coordination of programs and proposals related to cross-cultural education. The second dimension is the need for collections and dissemination of information not currently available which is essential to program planning and further research.

In light of the vast accumulation of knowledge in fields relating to cross-cultural education, traditional methods of locating information no longer suffice. Techniques have been developed to record, organize, store, retrieve and transmit data more effectively than ever before. The more highly developed

knowledge-storage and knowledge-retrieval systems provide that information can be stored on magnetic tape for use by an electric computer. Automatic prints-outs of this information can be made available when required with little expense.

Educational decisions are required each day. That these vital decisions are often made intuitively and without reference to pertinent information is inexcusable in this technological age.⁴⁴

And Stanford Research Institute called for:

- Development of a state capability in program analysis to help identify problem areas and assess educational programs in terms of their effectiveness and feasibility.
- Improved methods of gathering and exchanging data on education and related activities, including program budgeting techniques to increase accountability for the public funds allocated to education.
- Expanded efforts to improve the quality of education.⁴⁵

Needless to say, education cannot be improved on a planned, systematic basis, if hard facts needed for intelligent assessment and planning are not available.

action

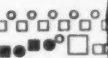
According to Dr. James Ulum, a consultant with NWREL who has been working with Department of Education personnel in developing an information

gathering system, when investigators involved in the Seward Peninsula study were confronted with a lack of current educational information and normative data, they concluded that it was not feasible to conduct a special investigation for the sake of a single report. Nor was it possible to do a detailed investigation within the time limitations of the project.

They elected, therefore, to conduct a survey of opinions, collect hard data available, and draw these together in a single report. Time and money saved have gone into the establishment of data collection system relevant to the needs of Alaska. This system will provide a data base sufficient to satisfy the research, reporting and decision-making needs for now and the foreseeable future.

Members of the Office of Research and Planning with the department began identifying sources of information and defining the reporting needs. It soon became apparent that they were duplicating the work of recent projects which were well organized and well financed. They decided to use the Midwestern States Educational Information Project (MSEIP) as a basis for the Alaska system. This system is divided into pupil, personnel, educational programs, facilities and finance subsystems.

The data items, response alternatives and definitions were printed, along with appropriate response sheets, and transmitted to professional personnel in the Department, most superintendents of schools, the University of Alaska, Alaska Education Association, Bureau of Indian Affairs, Department of Labor, and other interested sources or consumers of educational information. On the basis of these responses, the subsystems are being revised to satisfy Alaska's needs.

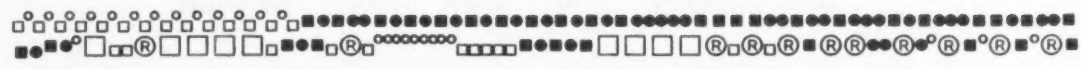


system, when investigators involved in the peninsula study were confronted with a lack of educational information and normative data, they decided that it was not feasible to conduct a special investigation for the sake of a single report. Nor was it possible to do a detailed investigation within the time limits of the project.

Instead, therefore, to conduct a survey of opinions, and use the data available, and draw these together in a report. Time and money saved have gone into the development of data collection system relevant to the state of Alaska. This system will provide a data base to satisfy the research, reporting and planning needs for now and the foreseeable future.

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MSEIP computer programs will be available to the Department of Education free of charge.

In order to emphasize the Department of Education's commitment to educational engineering, the following pages of the Department's application for a federal grant are included in this section:

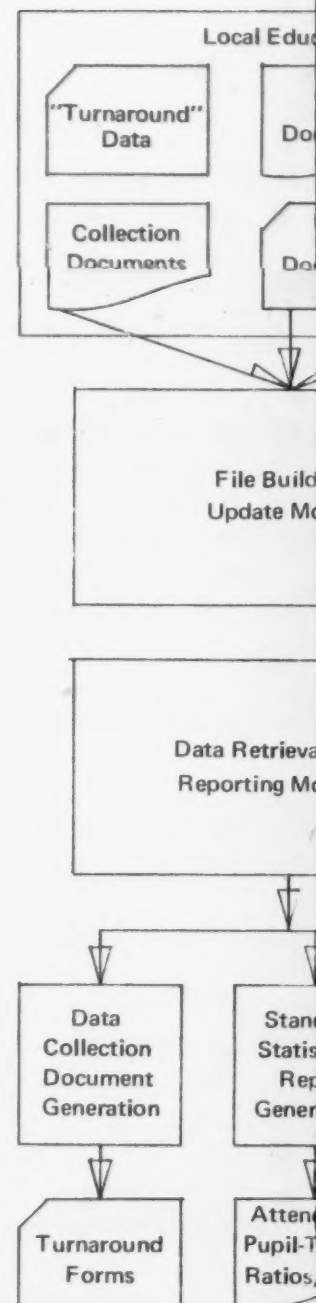
EXCERPT

In order for the Department of Education to properly plan for and evaluate Federal programs, as well as all other programs affecting education in the state of Alaska, it is imperative that a comprehensive information gathering system be established. When fully operational the information gathering system will perform the following functions:

1. To provide for much of the basic data for educational decision making by SEA.
2. To provide feedback of meaningful information and analysis to local districts for decision making.
3. To provide data for reporting to the United States Office of Education.
4. To lessen duplication in data collection, processing and dissemination.
5. To provide data for research purposes.
6. To provide compatibility of information between school districts and between states.
7. To improve communication, cooperation and unification among educational agencies through more efficient transmission of educational information.
8. To improve public image and confidence through better reporting and informing.
9. To provide a tool to be used for educational decision making based on qualitative use of quantitative data.
10. To provide better educational leadership through use of our integrated educational management information system.
11. To provide basic information to assist in fulfilling the SEA functions of planning and development (leadership), regulatory and operational.
12. To enable the system's users to make decisions about education based on adequate information accessible and usable upon demand.
13. To provide the system with flexibility so that it can be revised and adopted to meet changing needs.
14. To reduce multiple requests for identical data by various agencies.
15. To make it possible for the state to submit information United States Office of Education as a by-product of our own operation.
16. To provide an analysis of system requirements, problem definition, cost estimates, listing of

alternatives, and development of a plan for action considering the unique needs of local school districts.

17. To provide a means whereby data may be extracted from any combination of the system data files based on various logical and mathematical criteria.
18. To provide a program-oriented budgeting and accounting system designed to highlight management considerations in budgeting and to point out the educational objectives of policy makers in financial terms.
19. To provide a program-oriented budgeting and accounting system to fulfill SEA needs for educational cost information, a record of financial operations and transactions, and general fiscal accountability and auditing.
20. To provide total information about personnel, pupils, instructional programs, facilities and finance to facilitate a better understanding of the total educational effort.
21. To formulate a system-wide philosophy, general goals and instructional objectives to organize relevant data; to determine personnel, space and material requirements; to examine alternative procedures and establish priorities; to provide for communication and information retrieval for the system; to analyze financial resources, to evaluate how well behavioral objectives are being met; to look to the future; and to review the system continually to ensure that objectives are being reformulated; and that the



and development of a plan for action
the unique needs of local school districts.

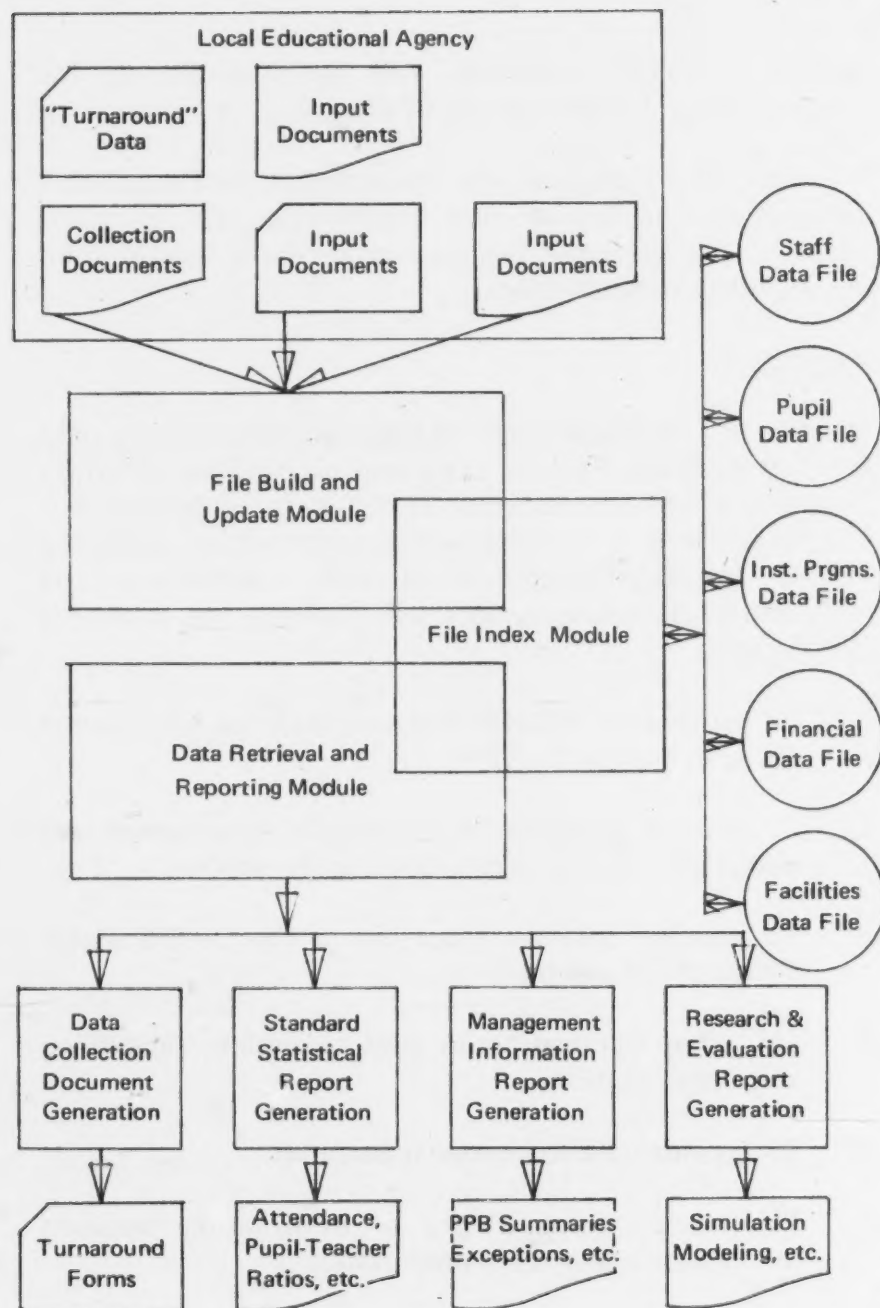
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re being reformulated; and that the



system is dynamic and innovative rather than rigid and static.

22. To provide training for local school district personnel so that they can use the generated management information as a basis for rational choice.
23. To provide training for local school districts in participatory planning processes.
24. To encourage use of systems procedures in local school districts to promote better usage of all the scarce resources that contribute to the instructional program.
25. To provide through systems research the conceptual and methodological strategies for areas of educational concern.
26. To provide multiple purpose management reports prepared in four areas: program development and control; performance analysis and control; financial planning and control; and resource utilization and control.
27. To provide direction, analysis and control for general and administrative purposes through the collection, processing, and distribution of data.
28. To provide the tools for cost-effectiveness analysis as a total for decision making.
29. To assist local school district personnel in establishing or strengthening their program planning capabilities.

30. To develop a compatible set of state and local programs objectives and programs structures.
31. To utilize program planning and budget systems concepts as vehicles for implementing cooperative state—local planning in education.
32. To utilize program planning to identify our state and local goals with precision and on a continuing basis; to choose among those goals the ones that are most urgent; to search for alternative means of reaching those goals most effectively; to develop long, as well as short, range plans and programs; and to evaluate the obtainment of the behavioral objectives of our goals.
33. To use PPBS to display as simply and accurately as possible the relationship between inputs of resources and outputs of services.
34. To use systems analysis to help decision makers to identify a preferred course of action from among possible alternatives.
35. To simulate various conditions or situations as a means of predicting outcome prior to implementation of proposed alternations in programs, policies, procedures, etc.

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SUMMARY OF ACTIVITIES

To date the Department of Education has been very involved in the establishment of an Office of Planning and Research which would be charged with responsibilities of providing the administration with alternatives, solutions, strategies. The activities which have been undertaken to date are as follows:

August, 1968

The entire Department of Education participated in a three-week utilization of the Department's resources.

December, 1968

Special workshop "Solving" Department's problems.

1968-1969

Staff meetings on systems and philosophy from this Planning and Research Office.

November, 1968

A two-day workshop on Education's local education evaluation.

April, 1969

A three-day staff meeting and construction of the Department's resources.

June, 1969

A three-day workshop on Education's local education evaluation.



ACTIVITIES

Department of Education has been very establishment of an Office of Planning and would be charged with responsibilities of Administration with alternatives, solutions, activities which have been undertaken to

August, 1968

The entire professional staff of the Department of Education were trained in behavioral objectives, research utilization in problem solving, and systems analysis. (A three-week workshop with Dr. Robert Corrigan).

December, 1968—June, 1969

Special workshops in "Research Utilization in Problem Solving" were given in eight school districts by Department of Education staff members.

1968-1969

Staff meetings were held throughout the year using a systems analysis approach to developing a statement of philosophy and goals of education. Much motivation came from this toward the establishment of an Office of Planning and Research.

November, 1968

A two-day workshop conducted by Department of Education staff members and a consultant was held for local educational agency personnel on the subject of evaluation and dissemination of Federal programs.

April, 1969

A three-day workshop was conducted by departmental staff members for LEA personnel on behavioral objectives and construction of instruments to measure objectives.

June, 1969

A three-day workshop was conducted by Department of Education staff members and Northwest Regional Educational Laboratory staff members for LEA personnel on evaluation in Federal programs.

July 1, 1969

The Office of Planning and Research was established and the first staff member was hired.

July, 1969

The Department of Education sponsored a one-week staff training seminar for members of the Department of Education staff on the evaluation of Federal projects.

July–August, 1969

The existing member of the staff of the Office of Planning and Research attended a three-week summer seminar at Central Washington State College on Teacher Development.

July, 1969

The Department of Education contracted with the Northwest Regional Educational Laboratory to provide consultation and assistance in conducting a statewide educational needs assessment.

August, 1969

With consultation from the Northwest Regional Educational Laboratory, staff from the Department of Education developed a model for a needs assessment and conducted the assessment on a pilot basis in the Seward Peninsula area.

October, 1969

Staff for the Office of Planning and Research was completed. The staff now consists of a Coordinator, an Assistant Coordinator and clerical help. The office was provided with appropriate staff, equipment, and budget.

November, 1969

Administrative staff of the Office of Planning and Research oriented concerning the Office of Planning and Research.

November, 1969

The organizational structure of the Office of Planning and Research was established. This structure parallels that established in the Department of Education and consists of an executive committee, a task force in operation, and task forces in operation.

November, 1969

A three-day workshop was conducted with agency personnel on needs assessment.

January, 1970

A statement of philosophy of the Department of Education was developed. That statement was contained as an attachment to the needs assessment report.

March, 1970

A workshop was conducted with personnel concerning the needs assessment and dissemination of the results.

April, 1970–To present

The staff of the Office of Planning and Research of the Department of Education is involved in the development of information gathering and application. Specifics are being developed.

Research was established and	November, 1969 Administrative staff of the Department of Education was oriented concerning the functions of the Office of Planning and Research.
sponsored a one-week staff of the Department of Federal projects.	November, 1969 The organizational structure was established in the Department of Education which will facilitate planning and evaluation. This organizational structure closely parallels that established by the seven-state project and consists of an executive council, planning council, planning unit, and task forces in operating divisions.
ff of the Office of Planning -week summer seminar at College on Teacher	November, 1969 A three-day workshop was conducted for local education agency personnel on needs assessment and planning.
on contracted with the al Laboratory to provide a conducting a statewide	January, 1970 A statement of philosophy and goals developed by the Department of Education was adopted by the State Board of Education. That statement of philosophy and goals is contained as attachment 1.
he Northwest Regional from the Department of for a needs assessment and pilot basis in the Seward	March, 1970 A workshop was conducted for local education agency personnel concerning behavioral objectives, project design evaluation and dissemination.
Planning and Research was consists of a Coordinator, an ical help. The office was equipment, and budget.	April, 1970—To present time The staff of the Office of Planning and Research and many Department of Education staff members have been involved in the development and implementation of an information gathering system as outlined in the application. Specifics are contained in the application.

footnotes

- 1 U. S. Congress, Senate Committee on Labor and Public Welfare, 1969: *Indian Education: A National Tragedy—A National Challenge*. 91st Congress, 1st session, 1969, p. 123.
- 2 *Ibid.*, p. 105.
- 3 *Ibid.*
- 4 Hearings before the Subcommittee on Indian Education, *op. cit.*, p. 263.
- 5 Brookings Institution, *op. cit.*, p. 2.
- 6 *Ibid.*, p. 1.
- 7 Final Report and Recommendations of the Advisory Council on State Financial Support to Public Schools, *op. cit.*, pp. 11-12.
- 8 Flore Lekanof, *op. cit.*, p. 1.
- 9 Robert Rath, *op. cit.*, p. 16.
- 10 Governor's Commission on Cross-Cultural Education, *op. cit.*, pp. 23-24.
- 11 Alaska State Board of Education, *A Prospectus For Rural Education in Alaska* (Alaska Department of Education, January, 1969), p. 2.
- 12 *Ibid.*
- 13 Governor's Committee on Education, *An Overall Education Plan For Rural Alaska* (Alaska Department of Education, revised October 1, 1968), p. 13.
- 14 *Ibid.*, p. 14.
- 15 *Southeast Alaska Empire* (Juneau), June 10, 1970.
- 16 A memo dated June 4, 1970, from the Commissioner of Education to the Coordinator, Office of Planning and Research, Department of Education.
- 17 A memo dated May 19, 1970, from the Director of Instructional Services to the Commissioner of Education.
- 18 Brookings Institution, *op. cit.*, p. 8.
- 19 Hearings before the Subcommittee on Indian Education, *op. cit.*, p. 452.
- 20 Stanford Research Institute, *op. cit.*, p. 86.

- 21 Conversation with Robert Van Houte, executive director of Alaska Education Association, on June 11, 1970.
- 22 Alaska Educational Broadcasting Newsletter (Fairbanks), March, 1970.
- 23 *Ibid.*
- 24 *Ibid.*
- 25 *Ibid.*
- 26 Final Report and Recommendations of the Advisory Council on State Financial Support to Public Schools, *op. cit.*, p. 3.
- 27 Stanford Research Institute, *op. cit.*, p. 41.
- 28 Flore Lekanof, *op. cit.*, p. 12.
- 29 Evelyn P. Mason, *op. cit.*, p. 20.
- 30 Final Report and Recommendations of the Advisory Council on State Financial Support to Public Schools, *op. cit.*, p. 3.
- 31 Stanford Research Institute, *op. cit.*, p. 41.
- 32 *Ibid.*
- 33 Brookings Institution, *op. cit.*, p. 1.
- 34 Evelyn P. Mason, *op. cit.*, p. 20.
- 35 *Southeast Alaska Empire* (Juneau), June 10, 1970.
- 36 Final Report and Recommendations of the Advisory Council on State Financial Support to Public Schools, *op. cit.*, p. 12.
- 37 *Ibid.*
- 38 *Ibid.*, p. 14.
- 39 Stanford Research Institute, *op. cit.*, p. 42.
- 40 *Ibid.*, p. 43.
- 41 Brookings Institution, *op. cit.*, p. 1.
- 42 *Southeast Alaska Empire* (Juneau), June 10, 1970.
- 43 Alaska Department of Education, *Statewide Planning For Programs in Education* (1968), p. 21.
- 44 Governor's Commission on Cross-Cultural Education, *op. cit.*, p. 85.
- 45 Stanford Research Institute, *op. cit.*, p. 42.

5 summary

... far from transforming Alaska into an embarrassingly rich state, the North Slope oil discoveries will only help to place the state on a more comparable basis with its sister states with regard to a sound financial position and adequate public services. . . . ¹

Alaskans face a great challenge in utilizing the state resources to meet the goals outlined in this paper. We have a long way to go, but we are, through sound educational planning, rising to the challenge. The opportunity is here.

The following is a summary of the goals and objectives designed to meet the educational needs of all Alaskans:

Goal: To provide an environment wherein each person, regardless of any conditions affecting him is continually afforded the opportunity to reach his maximum potential as an individual and as a member of society.

Objective A: To improve preservice and inservice teacher training and provide culturally relevant teacher education. This would involve recruiting teachers of Alaska Native background as well as training non-natives to understand the Native cultures.

Objective B: To provide kindergarten and early childhood education for all Alaskans.

Objective C: To design and implement special education programs to meet the needs of all Alaskans requiring these programs.

Objective D: To establish uniform, minimal educational standards and assume responsibility for the attainment of these standards.

Objective E: To provide Alaskans with the opportunity for bilingual education. This would include the use of culturally relevant materials in the classroom as well as direct involvement of Alaska Natives in the classroom.

Goal: To develop within each person the competencies, skills, and values necessary for him to function as a contributing member of society.

Objective A: To assure that the right to read shall be a reality for all Alaskans.

Objective B: To provide vocational education to allow all

1 Stanford Research Institute, *op. cit.*, p. 55.

Alaskans to choose careers of their own choosing—careers related to the job market.

Objective C: To provide the opportunity for adult education for Alaskans.

Goal: To provide the best possible administrative structure, services, and leadership to all entities concerned with implementing the philosophy of education previously stated.

Objective A: To develop secondary schools to meet the needs of Alaska youth; regional, area, boarding home, and small rural secondary schools must be investigated to best meet the varying needs.

Objective B: To initiate satellite communication for school, community, and adult education.

Objective C: To transfer Bureau of Indian Affairs schools to state operation within five years with no reduction in the level of services offered.

Objective D: To provide 90 per cent support of a basic or required educational program according to an equalized plan for financing schools.

Objective E: To develop a state-shared program for the construction of public schools.

Objective F: To develop a system for collecting and disseminating data regarding students, teachers, and educational programs in Alaska for use in educational planning.

